



Keystone Academy Trust

**Special
Educational Needs
and Disability
Policy**

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Contents:

Statement of intent

1. Policy principles
2. Objectives
3. Legislation and guidance
4. Definitions
5. Roles and responsibilities
6. A graduated approach
7. Monitoring arrangements
8. Complaints

Statement of Intent

Across the Keystone Academy Trust, our intention is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are provided with opportunities which will allow them to achieve, succeed and become confident, independent individuals as they progress through life.

1. Policy Principles

- All pupils with special educational needs and/or disabilities must have their needs routinely met
- Raising the achievement of pupils with SEND is a whole school responsibility
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- All pupils are encouraged and supported to be active partners in decision making about their education
- Active involvement of parents/carers as equal partners in the education of their child, has a positive impact upon the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching'. This means that all teachers are expected to assess, plan for and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure that we effectively meet pupil needs
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating the effectiveness of SEND provision, support improvement in pupil's learning and provide appropriate challenge

2. Objectives

- To provide early identification and provision for all pupils who may have special educational needs and/or disabilities
- To work in partnership with parents/carers to gain a better understanding of their child and to involve them in all stages of their child's education

- To ensure that pupils with special educational needs and/or disabilities are able to contribute to their own learning by being actively encouraged to share their views
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To make the curriculum accessible to all pupils so that they can participate in lessons fully and effectively
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to high quality training and advice, in order to support quality differentiated teaching and learning for all pupils
- To work in partnership with the Governing Body to enable the school to fulfil its statutory duties with regards to meeting the needs of pupils with SEND

3. Legislation and Guidance

This policy complies with the statutory requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (January 2015) which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and legislation:

- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010)
- Equality Act 2010: Advice for Schools (Dfe February 2013)
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)
- The Early Years Foundation Stage (EYFS) framework document (2014)

This policy has been written in light of our Safeguarding Policy and has direct links to the following policies:

- Behaviour Policy
- Anti-bullying Policy
- Equality Policy

- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy

It was written in consultation with the Governing Body, Head Teacher and current school staff.

4. Definitions

The SEND Code of Practice (2015) states that 'A child or young person has SEN 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 has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 post 16 institutions.'

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

A child under compulsory school age has special educational needs 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.

The Equality Act (2010) defines disability as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

5. Roles and Responsibilities

The SENCo

The SENCo is Helen Taylor

She will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the Graduated Approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with early years providers and potential next providers of education, to ensure that pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEN Governor

The SEN Governor is Brian Collins

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school
- Work with the head teacher and SENCo to ensure that the school publishes its SEN Information Report at least annually

The Head Teacher

The Head Teacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing high quality teaching for all pupils and additional provision to meet the needs of children with SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. A Graduated Approach

In line with the Code of Practice methodology of 'Assess, Plan, Do, Review', children with SEND are identified as soon as possible. Class teachers are regularly assessing and monitoring pupil progress. Where there are concerns about a child's progress or possible barriers to learning, a Graduated Approach will be followed. Less than expected progress can be characterised by progress which:

- Is significantly slower than their peers 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

Quality First Teaching, Early Intervention and Narrowing the Gap

- Once a pupil has been identified as 'causing concern', they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or provide advice to the staff members.
- The child's class teacher in agreement with the SENCo, will identify appropriate strategies and interventions designed to 'narrow the gap' and ensure that these are delivered consistently and regularly so that impact can be measured and monitored. These interventions will be identified on a Provision Map.

- 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.
- An 'Assess, Plan, Do, Review' model will be applied over several cycles to test out the child's response, before considering if a child may have SEND.

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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil'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 pupil 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 to 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, SENCo 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 pupil, 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 child 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 plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Progress is continually reviewed for all children to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will be made regularly (minimum of three times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Informal reviews will often take place on a more frequent basis and as required.

SEN Support

If, despite additional support, a child continues to have barriers to learning and the attainment gap is not closed, the SENCo may determine that they have special educational needs and a decision will be made for the child to be placed on the SEND Register at 'SEN Support'. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective, personalised provision is put in place and so remove barriers to learning. This provision will be recorded on an Individual Education Plan (IEP) / VSEND IEP and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and where appropriate, the child themselves. The IEP will be reviewed at least three times a year, in line with the 'Assess, Plan, Do, Review' cycle outlined above.

Requesting an Education, Health and Care Needs Assessment

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent or professional working with the child. This will occur where the complexity of need or lack of clarity around the needs of the child means that the school has been unable to meet the child's needs effectively through its delegated funding and all available resources have been exhausted.

The decision to make a request for an Education, Health and Care Needs Assessment will be taken at a progress review. The request will combine information from a variety of sources

including parents, the school and any Outside Agencies who may be supporting the child. The request is submitted to the Local Authority SEND Team, where a panel of professionals will make a decision. This process takes 20 weeks. Requests can be turned down by the local authority and in these instances parents have the right to appeal against the decision.

7. Monitoring Arrangements

This policy will be reviewed by the SENCo and SEN Governor **annually** and in consultation with staff. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8. Complaints

The school works, wherever possible, in full partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at a class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCo and/or head teacher.

If the situation remains unresolved, then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Special Educational Needs: Mrs Sheridan Dodsworth, 9-11 The Avenue, Lincoln, LN1 1PA.