



*Inspire Education Trust*  
Together we achieve, individually we grow

# Special Educational Needs Policy



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*Together We Achieve, Individually We Grow"*

## **Aims of the Policy**

The Inspire Multi Academy Trust is committed to supporting all children by nurturing them and ensuring they are given every opportunity feel fulfilled and have a good sense of wellbeing whilst they are supported and encouraged to aim high and reach potential for academic achievement.

This policy was developed by the senior leadership team, taking into consideration all stakeholders. The Trust believes the best outcomes for all children are gained through strong working relationships between school and families. Pupils at Clifford Bridge Academy are encouraged to take an active role in their learning and their views are valued. Parent's views have been sought through consultation meetings.

Provision for SEND is made under the direction of the Executive Principal, Headteacher and SENCO.

In compliance with the SEND Code of Practice, Clifford Bridge Academy is committed to supporting the school SENCO in achieving the National Award for SEN Co-ordination.

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014
- "Everybody Included" Nasen 2014

## Objectives of the School's SEN Policy

To work within the guidance provided in the SEND Code of Practice 2014 and ensure compliance with;

- Children and Families Act 2014,
  - The Special Educational Needs and Disability Regulations 2014,
  - Equality Act 2010,
  - Articles 12 and 13 of the United Nations Convention on the Rights of the Child;
- 
- keep children at the heart of their provision by ensuring that through a diverse range of organised activities, every child feels included in the life of the school.
  - create a team approach by working closely with pupils, parents/carers, and outside professionals. Ensure information on children's progress and their individual needs is shared.
  - continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available;
  - respond to particular children flexibly according to the nature of their difficulties;
  - support children' learning without making them feel different or inferior to their peers;
  - enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

## Identifying Special Educational Needs

The SEN Code of Practice (2014) describes a child or young person as having SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A person has a learning difficulty 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 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.

This provision is defined as any education or training provision which is ***additional to or different from that generally made for other of the same age in mainstream schools***, or Post-16 institutions in England (C&F 2014 20).

### **What is SEN Support?**

The new SEN Code of Practice (2014) refers to a single group of children or young people who have SEN as receiving 'SEN Support'. This replaces the two previous categories of 'School Action' and 'School Action Plus'.

### **What are Education, Health and Care Plans?**

Over the next three years existing Statements of Special Educational Needs will be replaced by EHCP by the local authority.

### **What are the categories of need?**

The SEN Code of Practice describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEM) \*\*
- Sensory and/or physical needs

### **\*\*Social, emotional and mental health (SEMH)**

This category was previously covered aspects behavioural need (BESD). It is no longer appropriate to identify "behaviour" as a need as this does not describe a Special Educational Need. Behaviour is an underlying response to a need, which requires identification and recognition along with other areas of need.

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. Timely individual assessments are vital in identifying a young person's needs (SEN CoP 2014). These broad categories give a sense of the breadth of needs we support at Clifford Bridge however we consider the needs of the whole child which will not just include the special educational need.

A young person will remain on the SEN register unless something changes for them individually which means that they no longer need Special Educational Provision. We consider the needs of the whole child, not just the Special Educational Needs.

Other factors that may have an impact on progress and attainment include:

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation-this alone does not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Child Looked After (CLA)
- Being a child of service personnel

## **A graduated approach to SEN support**

We believe that a Quality First Approach to teaching is the most effective method of ensuring high quality learning for all pupils. This is achieved by our teachers using summative and formative assessments to guide and inform planning, which aims to support children to learn and attain as best they can. The school recognises individual learning styles and encourages teachers and pupils to embrace their own strengths and use them to maximize learning opportunities. The school has a whole school "**Building Learning Power**" initiative aimed at empowering pupils in this way.

Where children are not making adequate progress the school promotes a graduated response as outlined in the code of practise. Assess, Plan, Do, Review!

### **Assess**

Assessments of children's needs are made through a whole child approach. In class formative and summative assessments feed the academic profile along with seeking to views of children, parents and class teachers. Whole school assessment procedures track all children's progress termly. This is shared with the Head Teacher/ SENCo through 'Pupil Progress Meetings' and provision and interventions are discussed to close gaps where underachievement has occurred.

### **Plan**

Inclusive Quality First Teaching is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, which is differentiated, and is accessible for individual pupils. This requires an understanding of the significance of assessments and the impact that a need might have on the learning of a pupil. The SENCO will make the teachers and Teaching Assistants aware of needs through a variety of avenues including Class Profiles, Provision Maps, CPOMs, Inclusion Register, and staff development sessions.

To enhance the effectiveness of interventions we make sure that:

- Training is provided for staff involved in delivering and monitoring targeted provision
- A cohesive system for intervention ensures skills developed in the classroom are consolidated out of the classroom and where possible are practised back in the classroom independently.
- Feedback systems are in place for teachers and Teaching Assistants
- Time is available to prepare resources
- Where possible parents are supported to help at home to achieve targets
- Pupils are aware of the objectives of the intervention
- Target setting is linked to targeted provision

### **Do**

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. Teachers work closely with Teaching Assistants and other specialists to plan and assess the impact of targeted interventions. To

facilitate this, Teachers and Teaching Assistants are provided with opportunities for joint planning. This is vital to ensure all learning opportunities are exploited.

### **Review**

Teachers have the responsibility of evidencing progress of all pupils, including those with SEN. Progress data is reviewed in relation to the outcomes described in Statement, EHCP or Provision Map. Aside from on-going review processes (e.g. observations, work scrutiny, discussion with pupil, department meetings, mentoring updates, pupil concerns meetings, staff meetings) progress is reviewed across the whole school termly as part of the cycle of Graduated Response described. At this stage impact of provision is evaluated. The key question is has the gap in attainment and progress narrowing? The response to this could result in any combination of:

- New target setting
- Modification to existing provision
- New provision
- Further assessment
- Outside Agency or other specialist referral

Parents are consulted termly.

### **Managing pupils' needs on the SEN register**

Clifford Bridge has identified within its Graduated Response an approach which breaks down the Code of Practice category SEN Support. Within the broad banner of SEN support, we recognise there are a range of needs.

The school operates a provision management system which continually reviews the provision made for all children vulnerable to underachievement. It is managed by the Headteacher.

The Headteacher and work with the Senior Management Team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of children and individual children, including those with statements of special educational needs
- amend timetables of support staff to facilitate interventions
- ensure that support is allocated to children on a fair and equitable basis
- monitor the progress made by children with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

Our school has experience in working with children who have:

- Autistic Spectrum Disorder
- Downs Syndrome
- Dyslexia, Dyspraxia,

- Attention Deficit Disorder with Hyperactivity,
- Attention Deficit Disorder,
- Specific Learning Difficulties,
- General Learning Difficulties,

We have some staff who have undertaken specialist training in:

- Dyslexia,
- Autism, Speech & Language,
- Behaviour Difficulties,
- Makaton,
- General Learning Difficulties
- and Moving and Handling to support certain children with physical disabilities.

We currently have one specialist Inclusion Teaching Assistant who supports children with difficulties across the school and provides information for teachers on how best to continue this work between support sessions.

Each term the SENCO holds a planning meeting with outside professionals. Here a programme of work is agreed for children to work directly with the Educational Psychology Service, Learning and Behaviour Support Service. Where there is identified need, support and advice from Communication and Interaction including Autism Support Services is made.

External agencies are used to identify specific targets for children in line with the school's procedures.

Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services.

## **Roles and Responsibilities**

Our Special Educational Needs Co-ordinator manages the day-to-day provision of SEND. She works in close collaboration with the Headteacher and Executive Principal. The SLT take responsibility for the Provision Management aspect of Special Needs provision. There is a link governor all aspects of Inclusion on the Local Governing Body.

Throughout the MAT, SENCo's meet regularly with the Executive Principal to drive the strategic direction of SEN & Inclusion. This ensures good practice is shared to the benefit of all vulnerable pupils within and beyond our school community.

### **Class Teachers will:**

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, including those with identified SEN, whether receiving SEN Support or with an EHC plan, even where interventions and targeted

provision involve group or one-to-one teaching away from the class. The imperative is that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

- identify children experiencing difficulties
- discuss children with the SENCO and parents/carers
- write and review Individual Educational Plans/Group Educational Plans for children School Action and School Action Plus in consultation with the SENCO;
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet the needs of children with SEND within the overall framework of inclusion in the school.

**Our SENCO will:**

- manage the day to day operation of this policy;
- ensure that SEND provision for children is arranged;
- manage the timetables of teaching assistants who support Special Educational Needs.
- report on the effectiveness of provision to the Senior Management team and the Governing Body.
- keep up to date with new initiatives to support children with SEND and share good practice with all teachers;
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Review the School Offer published on the school website

**The Leadership Team will:**

- identify resources for SEND;
- plan how resources are used to support children in the most efficient, effective and equitable way;
- set the overall school policy for 'Inclusion';
- decide whether to request statutory assessment for children, in consultation with parents/carers

**Governors will:**

- identify at least one governor with a special interest in SEND
- report on the effectiveness of the SEND policy in their Annual Report to Parents/Carers;
- use their best endeavours to ensure that children' special educational needs are identified and provided for;
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for children.

## **The Allocation of Resources to and amongst Children with SEND**

The school sets the overall budget available to meet special educational needs and disabilities, taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Improvement Plan

## **Building Adaptations and Special Facilities**

We have had an accessibility survey.

We have the following adaptations and special facilities:

- wheelchair access to all teaching areas
- disabled toilet
- widening of internal and external doors

In the light of the Accessibility Plan and Disability Equality duty we are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of children with disabilities, and facilitate access for adults with disabilities.

## **Arrangements for Partnership with Parents/Carers**

Clifford Bridge Academy embraces the Code of Practice 2014 in the promotion of the young person's voice. Through close relationships with parents and carers children are empowered and there is greater understanding of children's needs.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their views about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for children.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs
- open School Access for parents/carers
- discussing with parents/carers options when children leave schools
- meeting the parents/carers of prospective new children to the schools to discuss SEND support

## **Admission Arrangements**

Before children come to school we will:

- note children who have already been identified as having SEND, and collect information about their educational history.
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once children arrive in school, we will:

- undertake a range of assessments to identify children with special educational needs and establish their strengths and areas of difficulty;
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's SEND register with parents/carers
- make sure that information about children' SEND is passed on to appropriate school staff
- provide parents/carers information about the Coventry Parent Partnership Service.

When children leave the school we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required.

## **Links with other Mainstream and Special Schools, Including Arrangements when Children Change or Leave School**

- We have regular links with our local secondary school. We meet with teachers prior to secondary transfer in order to share information about individual children.

## **Arrangements for Children Changing or Leaving School**

Parents/carers seeking places at other schools outside the usual leaving times can discuss this with the Education Service in the Council House

At the usual leaving times, the school:

- can arrange to discuss options with parents/carers
- arranges for children to visit their new school
- ensures children have access to the Connexions Service
- helps children to prepare for their new school

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

- Health Visitors
- Social Services
- Child Health Service

- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries
- MDT

### **Arrangements for Considering Complaints about the SEND Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take.

### **Information about the School's Staffing Policies and Partnership with Bodies beyond the School.**

#### The School's Arrangements for SEND In-service Training

- all staff receive In-Service training or information about the SEND Code of Practice (2014), and issues relating to Disability
- all staff have the opportunity to receive In-Service training on SEND Procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the SENCO will identify areas for In-Service training or with the Headteacher which will be written into the School's Improvement Plan.

### **Evaluating the effectiveness of the policy**

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set

- All children will be given equality of opportunity to participate fully in School activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEN

### **Monitoring and review**

The governing body reviews this policy biannually or sooner if necessary and considers any amendments in the light of the annual review findings.

Date approved by Local Governing Body: March 2016

Date to be reviewed: Spring Term 2018

Signed: \_\_\_\_\_