



Special Educational Needs Disability Policy

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Introduction

Diamond Wood a place to grow and a place to shine

We at Diamond Wood Community Academy aim to create a warm, caring, stimulating environment which enables children to feel safe secure and valued as they grow and learn, a place where all children can develop to their full potential.

Through a broad and balanced curriculum, we will strive to ensure that each individual is nurtured so that they can succeed in their learning and development. We believe that every teacher is a teacher of Special Educational Needs & Disabilities (SEND) and that the right to First Quality Teaching is recognised by every member of the school. We pride ourselves in our commitment to inclusion ensuring every child can be involved, with support, in all aspects of school life. This ensures that all children feel valued within the school and the community.

This policy complies with the statutory requirements in The Special Educational Needs & Disability (SEND) Code of Practice 0-25yrs 2014 and should be read in conjunction with the following guidance, information and policies;

- The Equality Policy
- The Accessibility Plan
- The schools SEND information on the school website
- The Local Authority (LA) Guidance – Children & Young People with SEND : Guidance-School Based Support
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The Safeguarding Policy

Contacts

Our Special Needs & Disabilities Co-ordinator (SENDCo) is Joanne Alderson, who is also a member of the Senior Leadership Team. If you need to contact her, please ring 01924 325308 or email joanne.alderson@diamondwoodacademy.co.uk.

Long Term Aims of this Policy

- To work within the guidance laid down within the SEND Code of Practice 2014 and Section 69 of the Children & Families Act 2014, which includes arrangements for the admission of disabled pupils
- To identify and put in place provision for pupils who have SEND and additional needs
- To operate a whole school approach to management and provision of support for SEND that takes into account all of a pupil's needs
- To work collaboratively with parents to ensure that they are clear about how the school supports children with additional needs and their role in this process
- To provide an experienced SENDCo who can advise on and monitor the implementation of all aspects of the SEND policy
- To provide support and advice to all staff that are working with pupils with SEND and staff in general

A Whole School Approach to SEND Support

All class teachers are accountable for the progress and development of all children in their class.

Their role is to provide a stimulating, differentiated curriculum which promotes good progress and outcomes for all pupils. All children will know what they are learning about and they will know what their targets are. Some children may have a more personalised curriculum that is designed to help them make progress. Some children will be supported to achieve their targets through the provision of extra adult support. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We are committed to the belief that additional intervention and support cannot compensate for a lack of good quality teaching. We therefore 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 and their knowledge of the SEN.

Identifying SEN

Children and young people are identified as having SEND if they do not make adequate progress through this 'quality first' teaching.

Definition of SEND and Disability (SEND) SEND Code of Practice (2014). This states:

SEN: 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.

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**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.**’*

The School is committed to the early identification of Special Educational Needs. We can then establish what action the school needs to take to make provision effective in targeting areas of weakness and improving long-term outcomes.

The SEND Code of Practice 2014 identifies four broad areas of need:

1. Communication and interaction (including Autism Spectrum Disorder)
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and or Physical Needs

There are other recognised factors that impact on progress and attainment. These are:

- Attendance and punctuality
- English as an Additional Language
- Looked After Children
- Health and Welfare
- Being in receipt of Pupil Premium
- Disability

The Code of Practice 2014 also does not allow for the identification of behavioural needs to be described as SEN. Any concerns that are raised about a child with behavioural difficulties would need to be considered alongside one or more of the four broad areas of need above.

Graduated Approach to SEND Support

Assess

Plan

Do

Review

The school seeks to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

Quality First Teaching

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo.

Assessing Pupil Needs (ANP) – Pre-SEND Support

The SENDCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. The child will be given an ANP (Additional Needs Plan) with specific targets outlined. Based on the results of previous assessments the actions might be:

- 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 LA support services for advice on strategies, equipment, or staff training

Assessing Pupil Needs – SEND SUPPORT K

Regular meetings between the SENDCo and each teacher are planned to ensure that interventions are having an impact on the child's progress. Provision maps are completed and track the impact of interventions. Where there is still concern regarding the progress of a child the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEND Support K and the school may seek advice from external agencies.

These agencies include:

- Educational Psychology Service including Portex and Portage (EPS)

- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric Health Team /Community Nursing Team
- Physiotherapist and Occupational Therapists (OT)
- Visual and Hearing Impairment Outreach
- Play Therapist and Sensory Therapy
- Child and Adolescent Mental Health Service (CAMHS)

Following a successful referral to an outside agency, the school is committed to working alongside the agency so that practices can be maintained once the agency has withdrawn. Single Point referral or Specialist provision referral may be sought at this stage for more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

My Support Plan

Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a My Support Plan to record outcomes, provision, resources and strategies.

The 'My Support Plan' is a planning, reviewing and assessment tool. It should underpin the process of planning interventions for the individual pupil with SEN. It should have SMART targets for the pupils and should detail:

- Parent and child views
- Long term aspirations
- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to reviewed
- Success and/or exit criteria

Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Statutory Assessment / Referral for an Education, Health and Care Plan

If the child has not made sufficient progress or the child is giving significant cause for concern, or has lifelong or more significant difficulties, then a Statutory Assessment can be requested for an Education Health Care Plan. 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.

A referral for an EHC Plan can only be initiated if sufficient evidence has been gathered.

The decision to make a referral for an Education, Health Care Plan will be taken at a progress review meeting. The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo (My Support plan x2 reviewed)
- Social Care
- Health professionals

Parents have the right to ask for a statutory assessment even if school do not consider it appropriate. They also have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

An EHC will usually only be issued if it is decided that all the special help the child needs cannot be provided within the school's notional budget. These resources could include money, staff time, specialist equipment etc.

An EHC 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
- Of shorter term
- Established through parent/pupil consultation
- Set out in a 'My Support Plan'
- Implemented in the classroom
- Delivered by the class teacher with the appropriate additional support where specified

Once a referral for an EHC Plan has been accepted by the LA, a planning meeting will be called by the LA to discuss the child's current needs and what provision and resources need to be put in place. The meeting will be held in school and will be attended by all the personnel that are involved with the child and the family. A draft plan is created and then, after discussions with all stake holders, will be approved. Children with an EHC Plan continue to be the responsibility of the class teacher despite having access to additional support in school. Their progress will be monitored by the teacher, the SENDCo and the Senior Leadership Team through the normal cycle of monitoring and assessment but also within the annual review process.

EHC's will be reviewed annually with:

- The child's parents
- The child (if appropriate)
- The relevant teacher
- The SENDCo
- A representative from the LA (if appropriate)
- Any other external agency person considered appropriate

Stages of Intervention

1 st Stage	2 nd Stage	3 rd Stage	4 th Stage
Concerns	SEND Support		EHC Plan
<p>This stage is when a child is not making progress through Quality First Teaching strategies alone.</p> <p>The teachers raises concerns with the parents and the SENDCo. The teacher completes an internal SEND referral form. The SENDCo advises on additional support for the child in collaboration with the class teacher. Interventions are recorded on the Provision Map.</p> <p>REMOVED</p>	<p>This stage is for children who have received some interventions but which have had little or no impact on progress. An ANP will be drawn up with specific targets, shared with parents and reviewed every half term.</p> <p>A provision map records all interventions and their impact. Progress is discussed at Pupil Progress meetings.</p>	<p>This stage is for children who have more complex needs and outside agencies are involved. An EP referral will be made and a My Support Plan will be drawn up with the parents and it would form part of the referral for an EHC if necessary.</p>	<p>Children who have significant complex additional needs will have access to a higher level of support through additional top up funding from the LA. They will have an Education Health Care Plan which will be reviewed annually, or before if needs change.</p>

At Diamond Wood Community Academy we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Review Cycle
Provision Map	This is a document which records all interventions happening in school for the children who require additional support. The document shows the child's needs, entry/exit data, time required, comments and any previous interventions.	SENDCo Class Teacher	Reviewed after end of half termly assessments
Additional Needs Plan (ANP)	These are personalised for each child. They have small, measurable, achievable, realistic timed targets SMART (NO MORE THAN THREE). A copy is shared with parents and any support staff working with the child.	Class Teacher SENDCo Support Staff Parents	Every half term or sooner if targets are met or issues arise
My Support Plan	This plan is drawn up by the SENDCo with input from parents, teacher and ETA. It is created when individuals have additional needs that are not being met by QFT and individualised targets. It will form part of the referral process for an EHC Plan.	SENDCo Parents Class Teacher Outside Agencies	Termly
EHC Education Health Care Plan	This is applied for when a child has additional needs which cannot be met through the schools notional budget. This is a legal document which is issued by the LA. The LA will provide additional funding to the school in order to meet the needs of an individual.	LA SENDCo Key Worker Parents Outside Agencies	Annually after final copy is received

Criteria for Exiting the SEND Register

Children's progress is monitored regularly through half termly discussions between the SENDCo and teachers. Where children have made significant progress through the support they have received a decision will be made as to whether they need to remain on the SEND register and parents will be informed of the outcome.

Supporting Pupils & Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. We take pride in helping all our children to succeed.

We also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for assessments
- Our transition arrangements
- Our school policy on managing medicines in school

Supporting Pupils at School with Medical Conditions

At Diamond Wood Community Academy we support children who have a medical condition. We will make any reasonable adjustments to ensure that all children can be included in the daily life in school and on any external visits that are on offer. The school will at all times comply with its duties under the Equality Act 2010.

Children, who require medicines, including Asthma Inhalers, will be included on the register that is updated by the Office Manager. Parental permission is sought and the relevant forms signed when medicines are brought into school. Medicines will be stored in a refrigerator in the main office or if necessary in the classroom in a safe but accessible place. All medicines and storage facilities are clearly labelled. The school Safeguarding & Wellbeing Officer will draw up a Health Care Plan with parents and lead professionals as and when necessary. Health Care Plans are stored in a file in the staff room. Relevant teachers and parents are also provided with a copy of the Health Care Plan.

Full details of the arrangements regarding medical conditions and medications can be found in the Medical Needs Policy.

Monitoring and Evaluation of SEND

This policy will be reviewed annually and where necessary any amendments will be made in order that we are continually improving the provision and outcomes for all pupils. Parental views are sought annually through parental questionnaires.

Effective implementation of the SEND Policy will be evaluated by:

1. Reviewing school procedures for identification and assessment to ensure that children's needs are identified early and provision put in place.
2. Ensuring that available resources either in terms of staff or classroom resources are used effectively to meet the needs of the children.
3. Reviewing the practical arrangements to ensure that all children are able to participate in all school activities safely.
4. Evaluating the extent to which parents are satisfied with the schools' ability to meet the needs of individuals through discussions at reviews and parents' meetings and through the annual questionnaire.
5. Ensuring that records are kept up to date for each child.
6. Reviewing the progress of children and monitoring ANP's and MSP's and EHCP's to ensure that they are reaching their personal targets.

Resources

Funding for SEND

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools block formula allocation. It is the responsibility of every school to ensure that they have a notional budget which caters sufficiently for children with special educational needs. The education fund agency describes the funding available within schools for children with SEND as being made up of three parts:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top up funding from the LA to meet the needs of individual children with EHC plans

The amount of money in the schools block funding for Element 2 is based on a formula which is agreed between schools and the LA. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support children with special educational needs within the school and specifically to fund the first £6,000 of a pupils SEND support.

Additional resources for individual EHC Plans-Element 3 are allocated by top-up funding from the high needs block budget. The level of top up funding for each individual child with an EHC Plan is allocated at four levels i.e. A, B, C or D depending on the level of need. Children with an EHC Plan are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Roles & Responsibilities

Meeting children's special educational needs is the shared responsibility of the LA, governors, parents, teachers and support staff. It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of children that do not require an EHC Plan.

Governors

The Governors are responsible for:

- Ensure that a member of the teaching staff is a designated SEND Coordinator
- Ensure that necessary provision is made for all pupils with a SEND
- Consult with the LA and other bodies to coordinate SEND provision
- Publish an SEND Policy
- Ensure that pupils with SEND have full access to school life ☑ Ensure that a SEND Policy is included on the school website
- Consult with the LA about appropriate staff training in SEND
- Have regard to the Children's and Families Act 2014 and the SEND Code of Practice 0-25
- Publish information in the Annual report to parents on:
 - The success of the SEND Policy
 - Any significant changes
 - Any consultations with other schools. The LA etc.
 - The allocation of resources

The SEND Governor is Fiona Claxton who meets with the SENDCo each term to ensure that all relevant information is shared and to monitor the progress of children with SEN.

The Head Teacher has a legal responsibility to ensure that all staff including governors are adhering to the Statutory and school policies regarding SEND. Mrs Whittaker will ensure that resources are used effectively and that the support is having an impact on each child's progress.

The Special Educational Needs & Disability Coordinator (SENDCo)

The SENDCo is responsible for:

- The day to day operation of the SEND policy
- Liaising with and providing advice for teachers and support staff
- Co-ordinating provision for children with SEND
- Liaising with parents/ carers of children with SEND
- Identifying and contributing to the in-service training of staff
- Being a key point of contact with external agencies, including the Educational Psychology service, medical and social services
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Liaising with local pre-schools and next providers to ensure that children and parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- The SENDCo is Mrs Joanne Alderson

The Class Teacher

The Class Teacher will: -

- Plan a broad and balanced curriculum
- Assess and plan differentiated activities
- Identify a child's SEND using the agreed criteria
- Assess each individual child's SEND at the earliest opportunity
- Employ teaching strategies, methods and resources which will cater for SEND
- Plan, write and distribute ANP's with the support of the SENDCo if needed
- Produce modified teaching and learning resources to enable children with SEND to succeed and make progress
- Assess and review progress with the child, the support staff and parents and keep up to date records
- Inform the SENDCo about any child with SEND
- Participate in regular SEND meetings and training

Educational Teaching Assistants

Educational teaching assistants will:

- Work closely with class teachers to plan, implement and review ANP's, activities, resources and interventions
- Prepare appropriate materials and resources
- Keep records as directed by the teacher and SENDCo
- Undertake any necessary training
- Help deliver specific programs provided by outside agencies

Parents

The school aims to promote positive, collaborative partnerships with parents because we recognize the value of active participation of parents in the education of their children.

Partnership with parents is encouraged by:

- Parental questionnaires
- Acting on parental concerns
- Formal and informal discussions between staff and parents
- Providing activities for parents to work with their children in school such as maths workshops
- Involving parents as soon as concerns are noted and encouraging their participation in the process of meetings and reviews
- Informing parents about school policies for SEND
- The provision of parent forums particularly those that have a focus on SEN, e.g. Speech and Language and Makaton training in school

Storing & Managing Information

All documents relating to children with SEND are stored in the SENDCo's office which is locked at the end of each day. If a child with SEND leaves the school, all documents are sent through the schools internal mailing system to the next setting. **REMOVE** via Royal Mail Recorded Delivery and marked "Private & Confidential", or sent electronically and password protected.

Reviewing the SEND Policy

The SEND Policy will be reviewed annually.

Accessibility - Statutory Responsibilities

We have an accessibility plan that addresses the improved access to:

- The Curriculum
- The physical environment
- The provision of information
- The plan is reviewed annually by the Head Teacher, barriers identified and plans put into place to remove them.

Dealing with Complaints

Complaints about SEND provision should be made in the first instance to the class teacher who will inform the SENDCo. If parents remain dissatisfied they should speak or write to the Head Teacher. Following this if the issue remains unresolved the complaint should be put in writing to the governor with responsibility for SEN.

