

Gloucestershire Learning Alliance
Special Educational Needs & Disabilities Policy

Status Statutory <input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Good Practice <input type="checkbox"/>
Purpose The Gloucestershire Learning Alliance (GLA) is committed to fully integrating all pupils including those with SEND and to provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum. This policy is designed to set out in detail our aims and to provide governors, staff, parents and pupils guidance on how to fulfil their duties under the Equality Act 2010. This policy is informed by the Equality Act 2010 and the DfE Special Educational Needs Code of Practice (2015)
Consultation Sue Gifkins and Sue Hawker
Links with other policies All GLA Policies particularly Accessibility Policy, Behaviour Policy
Monitoring and Evaluation Annually <input checked="" type="checkbox"/> Every 3 years <input type="checkbox"/> Other <input type="checkbox"/> _____ Head Teacher <input type="checkbox"/> Chair of MAT Board <input checked="" type="checkbox"/> Committee Chair <input type="checkbox"/> Other <input type="checkbox"/> _____
Dates Original Implementation March 2014 Review October 2018 Next Review: October 2019

1. INTRODUCTION

The GLA values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Each Academy within the GLA seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the GLA.

As such, provision for pupils with SEND is a matter for the GLA as a whole. "All teachers are teachers of pupils with SEND". Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

2. EQUALITY OF OPPORTUNITY

The GLA does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

It is the GLA's aim to fully include all pupils including those with SEND and to provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum. Early identification of Special Educational Needs ensures that their class teacher can appropriately plan for children.

The GLA aims to ensure that the teaching and learning environment is effective in improving the educational outcomes for all pupils including those with SEND. We aim to provide targeted intervention programmes to assist individual pupils and support their specific needs, facilitating progress.

3. DEFINITION

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers.

The definition of Disability and Special Educational Needs (SEND) for the purposes of this policy will be if a child requires special educational provision in order to access the curriculum and/or achieve his or her full potential.

A child may have a learning difficulty if they have significantly greater difficulty in learning than the majority of the children of the same age, or if they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

This policy ensures that planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty being experienced by the child.

For the purpose of this policy SEND refers to any child who displays one or more of the following factors:

- Cognition and Learning
- Specific Learning Difficulties
- Social, Emotional and Mental Health
- Physical Needs
- Sensory Needs

- Communication and Interaction Difficulties
- Specific Medical Conditions.

4. OBJECTIVES

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To actively listen to the views and wishes of the child.
- To enable pupils with SEND to fulfill their potential
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum
- To work in partnership with parents to enable them to make an active contribution to the education of their child

5. ROLES AND RESPONSIBILITIES

The MAT (Multi Academy Trust) Board

The MAT Board has overall responsibility for ensuring that this policy is fully disseminated across all the constituent Academies and that each Academy implements this policy in full. The MAT Board is responsible for publishing a report on the implementation of this policy on an annual basis.

The Executive Head Teacher has responsibility for coordinating the work of the constituent Academies. S/he shall keep the MAT Board informed and also work closely with the Heads of School to ensure the policy is being implemented. Each Academy will be responsible for publishing the necessary information about the implementation of the policy and the Executive Head Teacher shall produce an aggregated report annually for the MAT Board.

The Local Governing Body (for each Academy)

The Local Governing Body, in co-operation with the Head of School, determines the general policy and approach to provision for children with SEND. The Local Governing Body must report to parents annually on the Academy's policy on SEND. The Local Governing Body will nominate one governor with responsibility for SEND. There is a named governor for each school. The SEND Governor will liaise regularly with the SENDco and Head of Intervention and Support/SEND team and will report back to the Local Governing Body.

The Head of School

The Head of School of each Academy has responsibility for the day-to-day management of all aspects of the Academy's work, including provision for children with SEND. The Head of School should keep the Local Governing Body fully informed and also work closely with the SEND Department. The Head of School is responsible for producing an Annual Report on implementation of this policy for the Local Governing Body and the Executive Head Teacher.

The SENco/Head of Intervention and Support

The SENco/Head of Intervention and Support are members of their Leadership Team within the Academy. The SENco/ Head of Intervention and Support in collaboration with the Head of School

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and Local Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the Academy, in order to raise the achievement of children with SEND. Their key responsibilities are:

- Overseeing the day to day operation of the Academy's SEND policy
- Coordinating provision for children with Special Educational Needs
- Liaising with, and advising, other teachers
- Managing Learning Support Workers/ Teaching Assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, Health and Social Services, and voluntary bodies.

The Teaching Staff

All teachers are teachers of children with Special Educational Needs and Disabilities, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

The SEND Designated Teaching Assistants (TAs) (where relevant)

The designated SEND TAs work with the SENco/Head of Intervention and Support in providing support for children with Special Educational Needs across the GLA, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

6. THE ROLE OF PARENTS OF PUPILS WITH SEND

In accordance with the SEND Code of Practice the GLA believes that all parents of children with SEND should be treated as equal partners. The GLA has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents will be supported and encouraged to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision

In accordance with the GLA's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENDco/Head of Intervention and Support as needed either by telephone or appointment.

Parents are involved in supporting the target-setting process and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND can be provided with additional information about Special Educational Needs. Parents can also contact SENDIASS, a service supporting parents of pupils with

additional needs. Additional information is available from the SEND department on request.

7. PUPIL PARTICIPATION

Pupils will be encouraged to participate in the decision-making processes including the setting of learning outcomes. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation
- Surveys
- Pupil-set targets.

8. ADMISSION ARRANGEMENTS

The Executive Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. The GLA acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND.

9. ALLOCATION OF RESOURCES

The LA provides the GLA with a delegated budget towards meeting the needs of pupils with SEND. On occasion, the GLA may provide for pupils with SEND from its own budget. In some cases, the GLA receives additional (top up) funding for pupils with an EHCP.

10. IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW (See Appendix A)

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.

The GLA is committed to early identification of Special Educational Needs and adopts a graduated approach to meeting SEND in line with the Code of Practice (2015). All children throughout the GLA are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern.

A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular informal/formal discussions between the SENco/Head of Intervention and Support and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENco/Head of Intervention and Support in order to decide whether additional and/or different provision is necessary.

If additional and/or different provision is required, then the child will be placed at SEN Support. A plan will be drawn up with the SENco/Head of Intervention and Support in consultation with the pupil, parents/carers and teachers, and a decision made based on the evidence available as to whether the child will receive additional individual or group support. The plan will be reviewed at least once every six months (although sometimes sooner as circumstances warrant) and the outcomes recorded. Pupils and parents will be invited to contribute to the target setting and

review process.

If the GLA has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN Support, then it may be necessary to seek further advice and support from outside professionals. Any external professionals involved may be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully informed and kept updated about the involvement of external agencies and proposed interventions. If the pupil is not responding to the additional support and advice a Team Around the Child (TAC) meeting is held and a decision is made whether to consider making a request for an EHCP (Education, Health and Care Plan).

For pupils who have EHCPs, as well as the review of their plans, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the LA. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Nursery, Year 1 and Year 5 will allow appropriate options to be considered. The SENco/Head of Intervention and Support will liaise with the SENco of the feeder nurseries/schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations (2000).

11. ACCESS TO THE CURRICULUM

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers by class teachers and study the curriculum appropriate for their age as agreed by all parties involved. All teaching and support staff are aware of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.

With advice from, and the support of, the SEND Department, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Each Academy regularly reviews issues related to pupils with SEND to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Children are supported in a variety of different ways as appropriate to their needs, which include in class, small group and individual support. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met. (*See Appendix B*)

12. ACCESS TO THE WIDER CURRICULUM

In addition to the statutory curriculum the GLA provides a wide range of additional activities.

These include a range of musical, creative and sporting activities/clubs. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

13. MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND

The GLA, including the MAT Board, is committed to regular and systematic evaluation of the effectiveness of its work.

At an individual Academy level, the named SEND Governor will meet with the SENco/Head of Intervention and Support to discuss the resources used, SEND numbers, relevant training and appropriate updates. An annual report will be completed by the Head of School.

Each Academy employs a range of methods to gather data for analysis including:

- Regular observation of teaching by the Head of School and other senior teachers and subject leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of plan outcomes
- Scrutiny of teachers' planning and pupils' work
- The views of parents and pupils
- Regular monitoring by the Local Governing Body
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENco/Head of Intervention and Support and class teachers, subject leaders, Leadership Team and TAs

As a result of the above each Academy reports annually upon its successes and identifies aspects for future development.

14. ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS

The GLA has its own policy on handling complaints from parents which can be requested from the school office of each Academy.

15. ARRANGEMENTS FOR IN-SERVICE TRAINING

Each Academy makes an audit of training needs for all staff taking into account the Academy's priorities as well as personal professional development. In addition, staff may attend training organised by other agencies as appropriate to their role

16. LINKS WITH OTHER AGENCIES

External support services play an important part in helping each Academy identify, assess and make provision for pupils with Special Educational Needs.

Each Academy can refer to the Educational Psychology Team.

In addition, each Academy may seek advice from Specialist Teaching Services for children with SEND.

The NHS Speech and Language Therapist can visit each Academy, where necessary, to assess pupils, and provides advice and resources in response to identified need and to attend reviews of

children with significant speech and language difficulties where possible.

Multi-agency liaison meetings can be held to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained.

Various liaison meetings take place involving class teachers, the SENco/Head of Intervention and Support, SEND TAs and the SENco of the local secondary school or middle school, to ensure a smooth transition and transfer of records for the SEND children in Year 5/6, and with local pre-school providers as necessary

There are links with local special schools in the area from which some children transfer to one of the Academies in the GLA.

17. SUCCESS CRITERIA

The success of the education offered to children with SEND will be regularly monitored and judged against the aims set out above. The policy will be reviewed annually and the Local Governing Body will receive regular reports on the implementation of the policy, together with the annual report to the MAT Board. Both can be made available to parents on request.

Appendix A

Triggers indicating the need for Intervention at SEN Support

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the Academy
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers indicating the need for additional Intervention including seeking external agency support

Despite having had an individualised programme and /or concentrated support under SEN Support, the pupil:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum Levels substantially below the expectations for the key stage
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Triggers indicating the need to request an EHCP from the LA

Despite having had an individualised programme and /or concentrated support under SEN Support as well as the implementation of the advice from relevant external agencies, the pupil:

- Continues working at National Curriculum Levels substantially below the expectations for the key stage
- Continues to make little or no progress in specific areas over a long period of time
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme and advice from external agencies being

implemented

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Appendix B

Process for Identifying & Supporting Children with SEND
Pupils can move across the stages throughout their school career.

Action	Who is involved?	What is involved?	Next Steps
School concern	The class teacher is responsible for differentiating work for all the pupils. TAs support the teacher and may be called upon to deliver intervention.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teaching Assistants are used within the class to deliver interventions as planned for target groups of children. SEND Department monitor these groups.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making progress within the Curriculum, we will consider placing the child on the SEND register.
<p>If lack of progress or SEMH is causing concern the teacher needs to consider the following:</p> <ol style="list-style-type: none"> 1. What evidence of progress do I have for the child? 2. Are they below expected attainment for the majority of the class? 3. Has their behaviour pattern changed? How? Why? 4. Are the targets set for this group at intervention level appropriate? 5. Is the child's attendance a cause for concern? 6. Are the parents aware that we may have concerns about progress? 7. Have I done all I can to address any barriers to learning 			
SEN Support	The child is placed on the SEN register at SEN Support Appropriate interventions are identified and parents/carers are informed.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are communicated to the parents/carers. A plan is written which is reviewed regularly.	If the targets and strategies implemented do not lead to adequate progress, advice is requested from outside agencies.

If lack of progress or SEMH is causing concern the teacher/SEND Department needs to consider the following:

1. Has the child made progress towards any targets set?
2. Were the targets SMART enough?
3. Have the parents/SEND Department been kept aware of concerns?
4. Has additional and different provision, beyond normal differentiation, been made and carried out as planned?
5. Does the child need support / assessment beyond that which the Academy can provide?
6. Has any outside agency support needs been identified?
7. Is all the information available to make a referral to an outside agency?

Additional SEN Support	<p>The SENCO requests advice from an external agency.</p> <p>An individual plan is devised referring to the additional guidance given and is agreed with parents/carers.</p> <p>The teacher/ Class TA /SEND Department involved deliver the plan of action.</p>	<p>The plan is implemented in the class/through targeted withdrawal sessions using the strategies and additional/different resources advised</p> <p>Links with parents continued. The plan is reviewed regularly.</p>	<p>If the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for an EHCP assessment</p>
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If lack of progress with the additional SEN Support is causing concern these questions must be asked by the teachers and SEND Department;

1. Is the child receiving support / advice from outside agencies?
2. Has this advice been acted upon?
3. Is the additional support appropriate for the child's needs?
4. What evidence of progress/ lack of progress do we have?
5. Has the child met any targets?
6. Are the targets SMART enough?
7. Is the child's attendance a cause for concern?
8. Are the parents aware of concerns about lack of progress?
9. Have we got all of the information we need to make a request for EHCP assessment?
10. Are all agencies and parents in agreement that a request for an EHCP assessment is appropriate?

Request for EHCP Assessment	<p>The SEND Department collects and collates evidence from the school based intervention and responses to external agency intervention completed by the school</p> <p>Parents/carers are actively involved in the request</p>	<p>The request is made to the SEN Casework team at Shire Hall (Gloucestershire) or the SEN Education and Skills team at County Hall (Worcestershire)</p>	<p>If an EHCP assessment is agreed, a timeline begins where SEN Casework/ SEN Education and Skills collects and collates evidence and use this to decide whether an EHCP is necessary to meet the pupil's individual needs.</p> <p>If an EHCP is agreed, it is reviewed regularly with parents and the LA.</p>
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