



**Lansdowne: A de Ferrers Trust  
Academy**

**SEND POLICY**

**September 2018**

**To be reviewed at least annually**

**Review date: September 2019**

**AGREED AT GOVERNOR MEETING .....**

**SIGNED.....**

**CHAIR OF GOVERNORS**

This SEND Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other school policies namely The Attendance Policy, The Behaviour Policy, and is embedded in the Teaching and Learning Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEND Code of Practice** (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

**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 2014*

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Principal, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

*'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

This policy has been formulated in consultation with stakeholders.

## **Aim**

To raise the aspirations, expectations, progress leading to achievement for all pupils with SEND.

## **Objectives**

- To ensure access to the curriculum for all pupils
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To identify and provide for pupils who have special educational needs and additional needs including the use of outside agencies and support services
- To work within the guidance provided in the SEND code of Practice, 2014 and to develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with special educational needs pupils

## **Identifying Special Educational Needs**

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors *other than* SEND eg

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation - these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEND.

### **A Graduated Approach to SEND Support**

#### **STEP 1 - whole school**

Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.

Assessment and monitoring in line with whole school assessment policy.

#### **STEP 2 - progress concerns**

Where staff have evidence that certain children are still not making adequate progress a referral can be made to the SEND department clearly indicating previous interventions Concerns may also be raised by parents/carers or the pupil's previous school.

**The Code of Practice describes 'adequate progress' as:**

- progress which is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider'

### **STEP 3 - intervention through graduated support**

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers/pupils as appropriate.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive support to a pupil. This may involve diagnostic assessment. As a result specific programmes may be advised and these will be followed by all adults coming into active learning situations with the child. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. This will be in line with the assessment policy.

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs and Inclusion Service (SENIS)
2. Behaviour Support Service

3. Dyslexia Centres
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Autism and Sensory Support in Staffordshire
8. Educational Psychologist Service
9. Educational Welfare Officers
10. Physical and disability support service
11. Social Services
12. School Nurse
13. CAMHS (Child & Adolescent Mental Health Service)

#### **STEP 4**

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **SEN register**

At Lansdowne; a de Ferrers Trust Academy we have a central register of all children with SEND. This is to ensure that all children receive the appropriate provision and this is closely monitored by the SENCO. A child is registered for SEND when they have been raised as a concern after they have been through the graduated approach and reached stage 2. Parents, carers and the child are fully involved at every stage.

#### **How the school supports my child**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCO and external verifiers
2. ongoing assessment of progress made by pupil in specific intervention groups
3. work sampling on a termly basis.
4. scrutiny of planning.
5. teacher meetings with the SENCO
6. pupil and parent feedback when reviewing target attainment
7. whole school pupil progress tracking
8. attendance and behaviour records

Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEND Information Report.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.

### **Support available for children's overall well-being**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- We have a trained HOPE worker in school to offer emotional support on a 1:1 basis. We also provide lunchtime nurture support for small groups.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

## **Managing pupils needs on the SEND register**

Children who are identified as having a special educational need will be entered on the SEND register, in consultation with parents. SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets.

The Pupil Education Plan (PEP) should include

- details of what needs have been identified
- how to remove key barriers to learning effectively ie. what works
- the clear outcomes to be achieved
- an agreed time frame
- who will support

The plan will be tracked and reviewed termly with the parents and the pupil. Progress towards these outcomes will be reviewed. Provision is also decided at these meetings and if external support is required this is discussed in detail. The SENCO or a member of the SEN team are always available to support parents at these meetings should they request this. Details of how the school engage additional support/ specialist services can be found in the local offer. **How the school's resources are allocated and matched to children's special educational needs**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational

Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

### **How is the decision made about how much support my child will receive?**

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

### **Supporting pupils and families**

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCO whose name is Mrs Shakila Shaheen.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can found on the Staffordshire County Council website.

Links with other agencies to support the family and pupil can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

Our school admission arrangements can be found on our school website.

Transition between key stages is carefully planned. Parents are encouraged to meet with professionals to discuss provision and raise any concerns or queries.

**Support services for parents of pupils with SEND include:**

- **Parent Partnership**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

### **Criteria for exiting the SEND Register**

Pupil progress is reviewed every 8 weeks. Should it be considered that a child has made progress and no longer meets the criteria outlined in the policy, a meeting will be arranged with all stakeholders to discuss the matter.

### **Training and Resources**

SEND funding varies from year to year and is incorporated into the main school budget.

Training needs of staff are identified through performance management/appraisal and planned through the whole school Continuing Professional Development (CPD) programme.

## **Roles and Responsibilities**

**(taken from SEND code of Practice 2014)**

### The role of the SENCO involves

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND;
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals from beyond the setting.

The SENCO is part of the school leadership team. As part of their approach to school improvement, school leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEND both within the school and in comparison with the national data, and use these to reflect on and reinforce the quality of teaching.

### The role of the class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress a teacher should collaborate with SENCO and parents to plan support and teaching strategies for the individual.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

## **Dealing with complaints**

**In the first instance** If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher
- The SENCO
- The Principal
- The School Governor with responsibility for SEND.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure.

It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA 2014 clause 64.

### **Reviewing the Policy**

The SEND policy will be reviewed annually by Governors. Parent governors will be involved in this process.