

<b>Title</b>	Special Educational Needs and Disability
<b>Associated Policies</b>	<ul style="list-style-type: none"> <li>• Student Care and Welfare (TPO/STU/06)</li> <li>• Health and Safety (TPO/HS/03)</li> <li>• Admissions (TSP/ADM/01)</li> <li>• Safeguarding and Child Protection (TPO/HS/05)</li> <li>• Single Equality Policy (TPO/EO/01)</li> </ul>

REVIEWED: SEPTEMBER 2020

NEXT REVIEW: SEPTEMBER 2021

**1. Policy Statement**

- 1.1 Brooke Weston Trust is committed to enabling equal opportunities for all students to receive a quality education and access to opportunities for personal development, regardless of their background or starting point.
- 1.2 This policy sets out how our Academies will support and make provision for students with special educational needs and disabilities (SEND) and the key roles and responsibilities of everyone involved in providing for students with SEND.
- 1.3 All academies within the Brooke Weston Trust shall ensure that:
  - 1.3.1 The special educational needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. The Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.
  - 1.3.2 The Academy works in partnership with parents and appropriate external agencies to support students with special educational needs and each academy will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes through reasonable adjustments.
  - 1.3.3 The duties set out in the SEND Code of Practice (2015), The Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of the Academy. Brooke Weston Trust promotes inclusion for all across all of the academies.
  - 1.3.4 Each academy has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEND record held in respect of an individual student. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCO and generally be responsible for ensuring that student receive provision appropriate to their needs and agreed outcomes. Every Teacher is a Teacher of SEND.
  - 1.3.5 Children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
  - 1.3.6 Training is provided to staff which aligns with the specific expertise and knowledge needed within the Academy to support its students with SEND.
  - 1.3.7 All support provided and decisions taken have regard to these general principles as well as the legal framework set out above.
- 1.4 Each Academy within the Brooke Weston Trust must set out their detailed approach to identifying and supporting students with SEND in accordance with the requirements of the Children & Families Act 2014 and the guidance set out in the SEND Code of Practice (2015). The SEND Information report (or clause 65) will be published on the individual school/academy website and will be updated at least annually.

## 2. Who does this policy apply to?

- 2.1 The policy applies to all staff across the academies within the Brooke Weston Trust and those students with special educational needs in the Academies.

## 3. Who is responsible for carrying out this policy?

### The Principal

#### 3.1 The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Have overall responsibility for the implementation and operation of this policy.

### The SENCO

#### 3.2 The SENCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching, including overseeing of the provision map
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources (i.e. High Needs Funding) to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### SEND Governor

#### 3.3 The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

### Classroom Teachers

#### 3.4 Each class teacher is responsible for:

- The progress and development of every student in their class
- Developing the Individual Education Plans (IEPs) with the support of the SENCO
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The implementation of this policy will be monitored by the governors of each Academy.

**4. What are the principles behind this policy?**

- 4.1 If it were my child I would expect them to be able to access a differentiated curriculum which is appropriate and accessible for their individual needs without being labelled or discriminated against.
- 4.2 The Academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies and in line with the SEND Code of Practice (2015) to ensure that individual learning needs are addressed within the context of the Academy curriculum.
- 4.3 Parents of SEND students will be able to discuss the needs of their child with their child's tutor, the Progress Co-ordinator/Head of Year or the SENCO (secondary) or classroom teacher and SENCO (primary).

**5. Procedures****Identification:**

- 5.1 Information about previous special educational needs will usually accompany students upon entry to the Academy and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeders' schools or early years setting, in the summer term, before students start at the school.
- 5.2 On entry to the Academy, including mid-year entry, students are assessed by the SENCO and relevant subject/class leaders as part of for four-part cycle – assess, plan, do and review – as detailed in the Code of Practice (2015) to identify any potential areas of need. Students may then be added to the SEND Record in line with the Code of Practice. The assessments taken by students upon entry include:
  - NGSTNGRT
- 5.3 Ongoing identification is also completed alongside the Academy reporting process as data is collected and analysed in all subject areas by relevant staff. If a student has not made expected progress then interventions will be put in place regardless of need.
- 5.4 If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation and specific strategies. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student with the SENCO. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet or 'one page profile' will be drawn up by the SEND team with copies shared with all staff concerned with the student's progress.
- 5.5 If a parent/carer refers their child to the Academy as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented. If such support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant Specialist will be completed with the parents' permission and information and strategies for support shared with all staff. If there are no concerns regarding the students' academic progress then the Academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate. Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 5.6 Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the Academy will consider

requesting an Education, Health and Care needs assessment. Both the Academy and the parents can request that an EHC Assessment is undertaken by the Local Authority.

### **Planning and supporting academic progress of students with SEND**

**5.7** The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

**5.8** All staff teaching students on the SEND record will be made aware of the individual needs.

Subject/Classroom Leaders/classroom teachers/classroom support staff and the Special Needs team will help teachers and classroom support staff when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the Academy Professional Development Programme.

**5.9** The following adaptations are made to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Accessing arrangements for assessments and public examinations.

### **Reviewing**

**5.10** All students regardless of needs are set targets. Data collated during the Academy reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Individual Education Plans (IEPs), provision mapping or Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist or other external agencies.

**5.11** If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements and an annual report is provided to the parents regarding their child's progress.

**5.12** If, as a result of appropriate progress, a student (who does not have an EHC plan) is removed from the SEND record at the Academy the student will continue to be monitored through the Academy's structured reporting programme by the subject/classroom teachers. If the student has an EHC plan and is making appropriate progress, the Academy will work in collaboration with the parents/carers and the local authority to determine whether an EHC will cease or be maintained following the annual review.

### **Expertise and training of staff**

**5.13** Each Academy will ensure that the skills of the staff match the needs of the current students. This will include the appointment of a suitably qualified and experienced SENCO, experienced teaching assistants and HLTAs who are trained to deliver SEND provision.

**5.14** All staff teaching students on the SEND record will be made aware of the individual needs. Subject/Classroom teachers and the Special Needs team will help teachers when required to develop

techniques to support differentiation and ensure that appropriate resources are available as part of the Academy Professional Development Programme.

### **Evaluating the effectiveness of the SEND provision**

**5.15** The Academy evaluates the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

### **Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

**5.16** Brooke Weston Trust is committed to ensuring that there are no barriers to students with SEND enjoying the same activities as other students in our schools. For example, all extra-curricular activities and school visits are available to all students, including our before-and after-school clubs. All students are encouraged to go on residential trip(s) and to participate in sports days and other school events. No student is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

**5.17** Brooke Weston Trust expects its academies to provide support for students to improve their emotional and social development in the form of extra pastoral support arrangements for listening to the views of students with SEND and additional measures to prevent bullying.

### **Complaints about SEN provision**

**5.18** Complaints about SEND provision in our school should be made to the Principal in the first instance. They will then be referred to the Trust's complaints policy.

**5.19** The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **6. Policy review**

**6.1** This policy will be monitored as part of the Trust's annual internal review and reviewed on annual basis or as required by legislature changes.

## APPENDIX 1: GLOSSARY OF TERMS

**Early Help Assessment:** A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

**Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Special Educational Needs and Disability (SEND):** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability 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 him or her 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.

**Special Educational Needs Co-ordinator (SENCO):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the Principal or Vice-Principal may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency. Responsibilities are as follows:

- Day to day operation of the SEND Policy
- Co-ordinating the provision for pupils with SEND and/or disabilities by working closely with other staff and working closely with parents and professional with regards to SEND need.
- Supporting teachers to monitor standards of pupil achievement and contributing to training of staff
- Collaborating with senior leaders and co-ordinators to ensure appropriate learning for all children is given equal priority.
- Manage support staff who work with SEND and disabled pupils
- Maintaining appropriate records and ensuring available resources are deployed effectively
- Ensuring the SEND Information Report is up to date and is accessible.

**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum.

