REDHILL ACADEMY TRUST

Equality and Achievement

Special Educational Needs Policy

Subtitle

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1. COMPLIANCE

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

- The Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Schools SEND Information Report Regulations (2014)
- SEND Code of Practice (2015)
- Academy Accessibility Plan
- Trust Equality Act Statement
- Trust Child Protection and Safeguarding Policy
- Academy Admissions policy
- Supporting students with medical needs policy

2. VISION AND PRINCIPLES

The school will ensure that it has an effective policy and practice in place which will enable students with Special Educational Needs to reach their full potential, to be fully included in the school community and make successful transition to adulthood.

At Palterton Primary School, all teachers are teachers of SEND.

We believe that all children can be helped to overcome barriers to learning and experience success.

3. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

The Senior Teacher responsible for the coordination of SEND provision:	Lara Knight
The person responsible for overseeing the provision for children with SEND:	Lara Knight
The person responsible for coordinating the day-to-day provision of education for students with SEND:	Lara Knight

Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCo and TA's to ensure the 'assess plan do review' cycle is appropriately implemented to support any pupil with SEND.

The school SENDCo will co-ordinate the school's approach to SEND provision and will undertake those duties set out in Chapter 6 of the SEND Code of Practice. Specifically, the school SENDCo will be responsible for:

- The day-to-day operation of this policy.
- Coordinating the provision for children with SEND and/or Disabilities by working closely with other staff.

- Liaising with parents and other professionals in respect of SEND and/or Disability needs.
- Providing related professional guidance to other colleagues with the aim of securing high quality Teaching.
- Supporting teachers to monitor the standards of pupil achievement.
- Reviewing targets for improvement.
- Ensuring that appropriate records are kept.
- Contributing to the in-service training of staff
- Using available resources to maximum effect.
- Managing support staff who work with SEND and disabled children.
- Work with the Designated Teacher of LAC in supporting children and young people who are looked after by the local authority and have SEND.
- Ensuring that the published SEND Information Report is accessible and remains current, along with the relevant links to the Local Offer.

4. AIMS AND OBJECTIVES

Our aim is to provide every student with access to a broad and balanced education. In accordance with the Special Educational Needs Code of Practice, we will enable students to: achieve their best; become confident individuals and transfer to further education or training.

We aim to:

- Ensure that all stakeholders, including school staff, pupils, parents and commissioners, have a clear understanding of the school approach to SEND support; what is expected of them and what they can expect in terms of provision.
- Ensure the duties set out in the SEND Code of Practice (2015) and the Equality Act (2010) are fully met.
- Develop a culture of high aspiration supported by high quality provision to meet individual needs.
- Promote high standards of education for children with SEND.
- Encourage children with SEND to participate fully in their school and community and be involved in the target setting process (making own decisions about their education).
- Ensure that all children are given the opportunities to feel valued and to share in the recognition of their achievements.
- Make early identification of SEND and address them appropriately.
- Encourage respect for all children regardless of aptitude and ability.
- Involve children, young people and their parents in decision-making, communicating with them so that they can participate as fully as possible.

- Ensure parents are kept informed of and involved in the target setting, monitoring and review of their child's progress. This includes support in terms of understanding SEND procedures and support available and seeking parental views.
- Work with outside agencies where necessary to ensure needs that cannot be met by the school alone are addressed.
- Focus on outcomes that ensure successful preparation for adulthood.

5. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs (SEN) taken from section 20 of Children and Families Act 2014;

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability that 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.'

A child under compulsory school age has educational needs or disability if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. The Equality Act defines the definition of disability: 'physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day activities'.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

6. EQUALITY DUTY

The SEN and Disability Code of Practice: 0 to 25 years (January 2015) emphasises the requirements of the Equality Act 2010 which places a duty to promote equality on all public bodies, including Academies.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of Academy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides auxiliary aids and services.

Provision and planning for improved access, is published in the school's Accessibility Plan.

7. ARRANGEMENTS FOR COORDINATING SEND PROVISION

Our SENDCo will hold details of all information, including provision and targets for students identified with SEND.

- The following information is easily accessible to all staff:
- A copy of the school's SEND policy and register.
- Guidance on the identification of special educational needs.

- Practical advice and teaching strategies for types of special educational needs.
- Information and strategies for individual students.
- The Schools' SEND information report.
- Information available through the SEND Local Offer.

This information is made accessible to all staff in order to aid the effective coordination of the school's SEND provision.

8. IDENTIFICATION OF STUDENTS WITH SEND

The SEN Code of Practice (2015) outlines four broad categories of SEND need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We aim to identify difficulties as early as possible in order to make effective provision to improve the long-term outcomes for students. To ensure all needs are identified efficiently all staff are given the responsibility for monitoring students and reporting any difficulties without delay to the school's SENDCo. Once a student has been identified, the school's SENDCo will investigate further. Parent and student voice will be gained. If parents agree, multi-agency information may be obtained. If a student is considered to have special educational needs, parents will be informed and a graduated response of support put in place.

The SEN Code of Practice (2015) states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.'

To meet the needs of students identified as SEND the school adopts a graduated approach in accordance with the SEN Code of Practice (2015). Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where a child's needs make this difficult, the SENDCo will work closely with parents and other professionals for other flexible arrangements to be made.

9. OUR GRADUATED RESPONSE

1. Step 1 will involve the class teacher taking steps to differentiate learning opportunities to aid the student's progression. Classroom teachers remain responsible and accountable for the progress of students with SEN. High quality differentiated teaching, supported by the SENDCo where necessary, is the first step to responding to the needs of students with SEND. This is Quality First Teaching.
2. The student will be closely monitored by the class teacher to assess their rate of progress and level of understanding.
3. If progress remains below expected levels, further discussions between the class teacher and SENDCo will determine whether further intervention is required.
4. The Graduated Response will be followed: Assess, Plan, Do, Review.

SEND SUPPORT AT Palterton Primary School

5. If necessary, the student will be placed on the SEND register where they will also be monitored by the SENDCo. Additional support will be put in place, in conjunction with class teachers. This may be in the form of in class support, targeted teaching strategies, specific interventions, or withdrawal sessions

to close learning gaps. At this stage, parents will be informed and encouraged to share information and knowledge with the school.

6. Review meetings will take place with parents to monitor and assess the progress being made by the student. Student voice will be gained. The frequency of these meetings is dependent on the individual child's needs. The school continue to adopt an assess, plan, do, review approach – this is an ongoing cycle to enable the level of support to be refined and revised as required.

10. EVALUATING THE IMPACT OF PROVISION

Children identified as having SEND will be placed on a register. A profile of need will be created with strategies and information. All students on the SEND register will be closely monitored by the SENDCo and parents will be kept informed regularly. Any out of class interventions will be closely monitored by the SENDCo. All other interventions will be monitored by the class teacher and the SENDCo will be kept informed of progress.

Students or children, and parents are encouraged to be involved with every aspect of the support process and their views and considerations will be considered. In line with the SEN Code of Practice (2015) parents will have the opportunity to meet with teachers and/or the SENDCo at least termly. Additional contact can be arranged whenever necessary.

As part of evaluating the provision and part of the assess, plan, do, review process, analysis of progress will take place and this will inform any adjustments and levels of support. In addition, information from outside agencies may also inform support.

11. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process (EHCP application) which can be initiated by the school or parents. This will occur where the complexity of need is such that a multi-agency approach to assessing and planning for the child is required. The application for an Education Health and Care Plan (EHCP) will combine information from a variety of sources including Multi -Agencies.

The application for an Education, Health and Care Plan will combine information from a variety of sources: parents, teachers, SENDCo, social care and health professionals. If a student is eligible for an EHCP, clear outcomes will be outlined in the plan and effective provision to meet these will be put in place. The outcomes will be reviewed at least annually.

12. EXAMS ACCESS ARRANGEMENTS (EAA)

Primary access arrangements for KS2 SATS
Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers decide whether any of their pupils will need access arrangements before they administer the tests. Schools must make an application to the Standards and Testing Agency (STA) to request permission in advance for some arrangements. Some arrangements do not require permission, but schools must notify STA of their use once all tests have been administered provided, they reflect normal classroom practice. The SENDCO and school staff will liaise with parents if access arrangements are needed.

13. WORKING IN PARTNERSHIP WITH PARENTS

Palterton Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification of SEND – leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

14. ADMISSION ARRANGEMENTS

The admission arrangements for all students are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

No child will be refused admission solely on the grounds that he or she has SEND or a Disability. However, where he or she is the subject of a "Statement of Special Educational Need" or an "Education, Health and Care Plan" and it is proposed that the school is named in that Statement or EHC Title: SEN and Disability Policy Page 11 of 12 Plan, the school may, where relevant make representations to the local authority that placement at the school is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

Students with SEND will be given extra transition visits prior to joining, where appropriate. Parents are welcome to visit and discuss any individual needs and concerns in detail. All information from Nursery/Early years setting will be passed to the school's SENDCo in good time so that arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year.

15. TRANSITION

Students who are identified by their primary schools or early years provider as having special educational needs will be invited to an additional visit by the SENDCo, where appropriate This visit will be in a much smaller group with a member of the Learning Support Team. Students with complex needs may be offered a bespoke transition package. Where a bespoke transition is required, the SENDCo will work closely with parents and the primary school to ensure that the student's needs are met.

16. TRAINING

We aim to keep all teaching and operational support staff up to date with relevant training and developments in relation to the needs of students with SEND. To meet the needs of staff, we have SEND information which is updated annually and training sessions focused on meeting the needs of students with SEND. Further training sessions as required. All teachers are required to outline how they will meet the needs of each student with SEND in their classes and this will be overseen by the SENDCo.

17. LINKS TO SUPPORT SERVICES/OTHER AGENCIES

The school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENDCo is the designated person responsible for liaising with the following:

- The Local authority SEND support team
- The Education Psychology Service
- Behaviour Support Service
- Speech and Language Service

- Language and Learning Support Service
- Specialist Outreach Services
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Paediatricians

18. SEND LOCAL OFFER

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Nottinghamshire County Council www.nottshelpyourself.org.uk

Nottingham City Council www.asklion.co.uk

Derbyshire County Council localoffer.derbyshire.gov.uk

19. LINKS WITH OTHER SCHOOLS

Palterton Primary is a member of The Redhill Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and expertise.

20. COMPLAINTS PROCEDURE

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to meet with the school's SENDCo. Please also see the Complaints policy available on the school's website.