



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Special Educational Needs and Disabilities (SEND) Policy

Document Control

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Philosophy and aims

Example Body

We are a Rights Respecting School which actively upholds Unicef's 'rights of the child'. This policy enables us to promote our school vision and values of PRIDE which stands for perseverance, respect, inquisitive, determination and enthusiasm in order to achieve together. In our school, everyone has the same rights where teachers have the right to teach and children have the right to learn in a classroom and all learners have the same opportunities. We pride ourselves on creating a quiet, secure learning environment which allows us to maximise the potential of all learners and raise attainment throughout the school. We strive to deliver quality first class teaching where reasonable adjustments are made to suit individual children's needs.

Objectives

- To identify and provide for children who have SEND needs and additional needs.
- To ensure that we are compliant with the statutory guidance from the SEND Code of Practice 2014.
- To operate a "whole child, whole school" approach to the management and provision of support for SEND.
- To provide a SEND Co-ordinator (SENDCo) who will work ensure that the needs of learners with SEND are met.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.

Legislative Context

The Children and Families Act 2014 requires the governing bodies of maintained schools, nursery schools and the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2020 states that:

“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 him or her.

A child of compulsory school age 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 post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions

How parents and carers may access the policy

Copies of the SEND Policy and SEND Information document can be found on our website [Fierté Portal \(fierteportal.org\)](http://fierteportal.org)

Alternatively, a copy of either document can be requested from the School Offices.

Identifying children who have SEND

We monitor all learners closely to ensure that they make expected progress and attain age expected expectations in terms of both their educational and social development. Where learners do not make expected progress or are not on track to meet age related expectations, we operate a graduated approach to support (See Appendix A).

Step 1: Intervention

At termly pupil progress meetings, children who are not making expected progress or who are not on track to meet age related expectations are identified. It is important to note that this is not specifically attainment data. The children identified are then given specific interventions to address the areas in which there are gaps in understanding. These interventions are monitored each half term. Where an intervention has not been successful in accelerating progress, another intervention is put into place. If the two interventions are not sufficient in accelerating progress or closing the gap between the learner and them achieving age related expectations then a further conversation during pupil progress meetings would occur where further data including standardised scores for reading, writing and maths would be considered.

Step 2: Monitoring

If interventions have failed to accelerate progress or close the attainment gap or meet targets given, we would place the learner onto the SEN register in the monitoring category. As a result, the learner's class teacher would complete a provision plan which would identify smart targets which would help to break down into smaller steps the areas in which the learner is having difficulties. An individual provision map is completed for each learner which shows what support the learner will be having from the class teacher (Wave 1), in a small group (Wave 2) and individually (Wave 3). The area of need would be categorised in one or more of these areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health or Sensory and/or Physical. The completed learning passport would be reviewed termly using the assess-plan-do-review cycle and the outcomes and new targets shared with parents/carers.

The review of the learning plan targets would include:

- Evidence of progress against the targets and success criteria must be provided by the child, the parents/carers and the class teacher.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be **reviewed using evidence of progress made**. It is important to note that this process

should involve the views of the child first as well as the parent/carers and class teacher.

- Following this review of assessments new personalised targets will be set to ensure and measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

Step 3: SEN Support

Where a learner is struggling or is making less than expected progress, despite evidence based support and interventions matched to the pupils' needs in two assess-plan-do- review cycles we would move the learner to SEN Support on the SEND register. In addition, if a learner showed that their standardised scores for reading, math and spelling were below 80 we would place the learner onto the SEND register in the category of SEN Support. At this point, as a school we would undertake further assessments to attempt to identify the cause of the difficulty the learner is facing. We would involve external agencies (for example SENSS team, Autism outreach, School Nurse, Behaviour Support, Educational Psychologist, Speech and Language Therapy) to support school in providing specialist interventions to meet the needs of the learner.

A learning plan would be written using the recommendations from the external agencies and this would be reviewed as part of the assess-plan-do- review cycle.

Step 4: Additional support

Where learners are on the SEND register as SEN Support, it might be necessary to approach the Single Point of Access to request Additional Educational Needs (AEN) funding to support interventions.

The school would also consider if support is required from the Local Support Team to support the whole family in meeting the needs of the learner at home. If so, we would complete an Early Help Assessment.

Further to this Tamworth has a SEN inclusion Hub, where SENcos may ask parent/carers to discuss their child on it. This is a confidential group where SENCos and

SEN leaders come together with agencies to speak about next steps or request support through the specialist Schools or agencies.

Step 5: Education Health Care Plan

School will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Staffordshire local authority for an Education, Health and Care (EHC) needs assessment for the learner. This assessment could lead to the learner getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay. An EHC plan brings your child's education, health and social care needs into a single, legal document.

Parents and carers should note that applying for an EHC Plan this is a lengthy process. There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable as well as having complex needs
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The Child's needs significantly impact their day to day learning and require intense support to maintain staying in school.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Full details of Staffordshire County Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see

<http://education.staffordshire.gov.uk/Pupil-Support/SEN-and-Vulnerable-Children/SEND-Reforms/EHC-plan/EHC-Plan.aspx>

A learner's progress is giving cause for concern; what happens next?

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and endeavor to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, we would implement the graduated approach and closely monitor progress towards targets and assessment data to see if the learner needs to be added to the SEND register as either motoring or SEN Support.

Although the school can identify some special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability (including ASD or ADHD).

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' evening or during another arranged meeting to discuss the learner's progress. During these meetings parents would be informed that their child is making less than expected progress. Results of assessments and reasons for concerns will be discussed and possible strategies to support the learner will be identified.

The teacher, in partnership with the parents/carers and learner (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers.

Following this review, a decision will be made about whether your child will be added to the SEND register as either monitoring or SEN Support and reasons must be explained. It shouldn't come as a surprise to learn that your child is being identified as having SEN and we aim to engage parents/carers at every stage. Parents/carers will be asked to give parental consent at this stage.

A learner is on the SEND register; does this mean that they will always be on the SEND register?

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo as part of our graduated response (Appendix A). Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SEN Support and they will be moved to the monitoring category or if the learner was in the monitoring category they may be removed from the SEND register.

Please note that this decision will be made based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of SENS to ensure that the child is able to continue to make good progress. Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress.

However, all pupils will continue to be monitored every half-term and during pupil progress meetings. If your child's progress becomes a cause for concern at a later date, the process for identification of SENS may result in your child being placed back onto the SEND register.

What support is available for children with SEN and their families?

- Class teachers are available to discuss the progress of all children throughout the year.

- The SENDCo/Inclusion team is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Staffordshire County Council provide a local authority Local Offer.

- Class teachers and/or the SENDCo are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Further information about SEND for families of children with SEND can also be found at www.sendgateway.org.uk
- Where necessary, the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at Heathfields Infant Academy and Wilnecote Junior Academy.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.

How will school support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (Eg. Supply teachers). Where a child has a medical problem that does not affect their ability to learn, they will be identified in the SEND register giving details of their condition and what staff can do to ensure that the child remains happy, safe and comfortable whilst in school. However, they will not be in receipt of a Pupil Passport.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled

children and young people are not disadvantaged compared with other children and young people.

How will monitor and evaluate the effectiveness of SEND provision?

All learners' progress in Reading, Writing and Maths is monitored every half-term (6-8 weeks) by the Senior Leadership Team. The Inclusion team will monitor the progress of individuals and children with SEN to ensure that interventions are effective. The information is reported to Governors via the Headteacher's Report to the full Governing Body and the link Governor for SEND.

How is SEND funded?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCo, Headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold SEND Code of Practice 2014.

Funding and personal budgets

- Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan.
- A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs.
- A Personal Budget can only be used for agreed provision in the EHC plan.

How are the training needs of staff identified and planned for?

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This may be provided by staff at Heathfields Infant Academy and Wilnecote Junior Academy and/or by external agencies, organisations and professionals. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attend meetings in order to keep up to date with local and national updates in SEND and other relevant external training.

Roles and Responsibilities

The role of the Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the SEND Co-ordinator

In our school we have an inclusion team including family worker, SENCOs and Inclusion lead, the SENDCo:

- Acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Contributes to the professional development of all staff;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents of children with special educational needs;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to

the governing body;

- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has identified Anja Hartveld to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The named governors ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The role of Parents/Carers

The school works closely with parents in the support of those children with special educational needs. Parents have much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the Pupil Passport and support their child to progress towards the targets set.

The role of learners with SEND

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Heathfields Infant Academy and Wilnecote Junior Academy recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the review- plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the Pupil Passport.

Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: Executive Headteacher, Deputy Headteachers and Assistant Headteachers

Member of staff responsible for managing Pupil Premium Grant and Looked After Children funding: SENDCos

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Executive Headteacher

Storing and managing information

All SEND documents are stored securely. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

All records kept by the school will be passed onto the next school when the child transfers.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our Disability and Accessibility Policy and Action Plan can be viewed on our website or a copy can be provided upon request from the School Offices.