

The Harrowby / National Academies Trust

“Aim High BELIEVE, Fly High ACHIEVE”

Special Educational Needs Policy



Trust

“Those who trust in the Lord will become strong again. They will be able to rise up and soar like an eagle in the sky.”
Isaiah 40 v31

Friendship

“A friend loves at all times and is always there to help.”
Proverbs 17 v17

Forgiveness

“Be kind, be humble, gentle and patient. Forgive each other.”
Colossians 3 v13

Wisdom

“Listen to advice and accept correction. Then in the end you will be wise.”
Proverbs 19 v20

Endurance

“I can do all things through Christ because he gives me strength.”
Philippians 4 v13

Peace

“The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.”
Galatians 5 v22-23

Date of Review:	September 2021
Date of Next Review:	September 2022

Special Educational Needs Policy

Introduction

The Harrowby/National Academies Trust has a named Special Educational Needs and Disability Coordinator (SENDCo) – Mrs Emily Jenkins, a qualified teacher, who achieved the post graduate National SENCo Award from Northampton University in October 2013, a statutory requirement for all SENDCos.

Mrs Jenkins is Assistant Headteacher at The National Church of England Junior School and is therefore part of the Academies Trust Senior Leadership Team.

In addition, at The National Church of England Junior School, Mrs Natalie Smith is the Assistant SENDCo to Mrs Jenkins.

Mrs Jenkins is the sole SENDCo at Harrowby Church of England Infant School.

The Trust ensures that the Special Educational Needs policy works within the guidelines and inclusion policies of the new Special Educational Needs and Disability (SEN & D) Code of Practice (2014), the Local Education Authority and other policies current within the school.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Special Educational Needs and Disability Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health*
- Sensory/physical

***‘Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND’ (6.21 SEN & D CoP, 2014)**

We recognise that before this can be concluded, thorough assessments, liaison with external agencies, such as Behaviour Outreach Support Service and Restorative Service, Community Pediatrics, and parents/carers, actions and reviews will be necessary.

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 (SEN & D Code of Practice 2014).

We endeavor to provide children identified with SEND with a range of support – Quality first teaching with differentiation as appropriate, in class support, with a higher adult to child ratio or they may be offered additional support, through small group or 1:1 activities, in order to boost their skills level, confidence and make good progress.

The school recognises that the needs of high achieving children should also be catered for and recognised as a ‘special educational need’.

This SEND policy details how, at The Harrowby/National Academies Trust, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views
- to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions to access full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children’s special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

In line with the Equality Act (2010), we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. While meeting statutory duties, we fully recognise the importance of meeting the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation of the society in which we live, as they develop into adults.

We also measure and assess the impact regularly through meetings with the SENDCo(s), individual teachers, termly Pupil Progress Meetings, three yearly SEN support review meetings with parents/carers, Learning Mentor and Teaching assistants, to ensure all children

have equal access to succeeding and making progress. The Trust's separate Accessibility Plan outlines in more detail ways in which it ensures Equal opportunities and Inclusion, in line with the Equality Act (2010).

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly following or during periods of trauma or stress, and to take part in learning, providing them with pastoral support plans as appropriate

Identification, Assessment and Provision

'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.' (6.36, SEN & D CoP, 2014)

Provision for children with special educational needs is a matter for the whole school community: The Trustees, the Academy Trust's Executive Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

On entry into Foundation Stage at Harrowby Infants School, if a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo(s) will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular

child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether any difficulties are due to limitations in their command of English or arises from special educational needs.

Roles and Responsibilities

The SENDCo(s)

They will -

- Work with the Executive Headteacher and SEND Trustee 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 coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Headteacher and Board of Trustees 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 pupils with SEND up to date

The SEND Trustee

They will -

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Executive Headteacher and SENDCo(s) to determine the strategic development of the SEND policy and provision in the school

The Executive Headteacher

The Executive Headteacher will -

- Work with the SENDCo(s) and SEND Trustee 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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 pupil's progress and development and decide on any changes to provision. This will inform the 3 SEN support plans that class teachers are responsible for writing annually.
- Offering at least 3 review meetings annually with parents or carers, when targets will be shared, that form part of SEN support plans, and reviewed
- Ensuring they follow this SEN policy

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo(s) to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that **current rates of progress are inadequate.**

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.

- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to best support and improve outcomes for children with special educational needs, The Harrowby/National Academies Trust will adopt a graduated response. This may involve using specialist expertise if there is evidence during a review of progress for an individual pupil, that school based interventions are still not having an impact on the child.

The school will record the steps taken to meet the needs of individual children in a variety of ways; through the use of SEN Support Plans, Pastoral Support Plans (in the cases of some children with Social, emotional and mental health needs), Provision Map, Pupil Passport and Review sheet and the SENDCo(s) will have responsibility for ensuring that records are kept and available when needed.

In the cases of children with a diagnosis of Autistic Spectrum Disorder, an Autism Plan will also be drawn up covering the four recognised key areas of difference that these children are likely to have; Interacting, Processing Information, Sensory Processing and Communication.

If the school, in consultation with parents and carers, makes an Education Health and Care Needs Assessment request, the SENDCo(s) will provide the LA with a record of provision, external agency advice, and plans with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents/carers may be consulted and specific intervention put in place and monitored for a period of up to approximately 6 weeks.

If no progress is noted after this time, in discussion with parents, class teacher will submit an SEN referral to SENDCo and Assistant SENDCo, highlighting their concerns and interventions/provision put in place so far. After screening of referral, appropriate action will be taken; It may be decided that in discussion with parents, external advice, such as a specialist teacher assessment is required, to explore the possibility of any underlying needs, or that the child needs formally identifying as SEN Support immediately.

Recorded as part of a child's SEN Support Plan, the class teacher, after discussion with the SENDCo/Assistant SENDCo, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally at least 3 times a year, in a meeting with the class teacher, parents/carers and pupil, and in some cases, one of the SENDCos.

Reasons for a child being identified at SEN Support may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of difficulty.
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent social, emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school and/or other multi-agency involvement such as completing an Early Help Assessment, resulting in a Team Around the Child (TAC)
- Has sensory or physical problems, 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.

Partnership with Parents/Carers

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Both school websites (Harrowby and National) contain the policy for special educational needs, and each school's SEND Report, and how it is implemented, outlining in specific detail, arrangements made for children in our school with special educational needs and disabilities, specific provision on offer, expertise and training of staff and processes.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages and encourages regular communication between home and school.

We encourage parents/carers to make an active contribution to their child's education and class teachers offer and hold review meetings at least 3 times a year, to share the progress of special needs children with their parents/carers. These SEN support review meetings provide opportunities for both school and home to co-produce targets and reflect on provision and plans that has been offered so far. We inform the parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo(s) through phoning or emailing the school office, or seeing the class teacher to arrange a meeting or telephone conversation. Should parents/carers want the SENDCo(s) to attend any review meetings held by class teachers, this can be arranged.

The Nature of Intervention

The child's class teacher, in discussion with Head of Year and SENDCo(s) if appropriate, will decide on the action needed to help the child progress in the light of earlier assessments.

Intervention and provision will be recorded termly on Individual Support Provision (Provision Map - appendix 1 of SEND Report). This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with teachers, Learning Mentor or Teaching Assistant
- Wherever possible children who have misunderstood or struggled to grasp a new concept introduced in the whole class session that day, will be supported by small group or individual sessions, in order to address immediately, on the same day ideally.
- Booster support or other intervention such as paired reading, colourful semantics, Nessler dyslexia, precision teaching, Ruth Miskin phonics, and First Class mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- After initial discussions with the SENDCo(s), the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents/carers will be invited to meet regularly with the class teacher and/or SENDCo(s) and they will be offered specific time slots to discuss personalised targets and progress with the class teacher and/or SENDCo(s) on a (full) termly basis (End of term 2, end of term 4 and end of term 6).
- The SENDCo(s) will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers

The use of outside agencies

These services may become involved, always with consent of parent or carer, if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the SEN Support Plan or Pastoral Support Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially act as a barrier to the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child's attainment continues to be significantly below age related expectations.

School Request for Education Health and Care Needs Assessment (Previously request for statutory assessment for Statement of Special Educational Need)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous SEN support plans, outlining targets for the pupil.
- Current provision and interventions applied in school to date
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment and progress in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents/carers, and child will also be included at this stage, and then also requested by the LA separately, after the request is received.

The parents of any child who is referred for EHC assessment needs assessment will be kept fully informed of the progress of the referral by the LA, who must keep to statutory timescales.

SEN Support Plans /Pastoral Support Plans

Strategies employed to enable the child to progress will be recorded within an SEN Support Plan or Pastoral Support Plan, in the cases of children with SEN relating to social, emotional and behavioural needs, and will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- The child's and parent/carer's views will be sought and taken into account and their targets shared
- Specific information about the child in terms of likes and dislikes, strategies that work well and those that don't for example. This forms a pupil passport that summarises key information to be shared with relevant staff

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff are required to take into account the different learning styles that children have, to inform appropriate differentiation.

SEN support plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We do limit the sessions, when children are withdrawn from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The Trust's Accessibility Plan also includes details of ways in which entitlement to the curriculum for all pupils with SEN and/or Disabilities will have been achieved.

Allocation of resources

The SENDCo(s) are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of Special Educational Need and Education, Health and Care Plans.

The Executive Headteacher informs the Trustees of how the funding allocated to support special educational needs has been employed.

The Executive Headteacher and the SENDCo(s) meet as appropriate, to agree on how to use funds directly related to EHCPs.

The Role of the Trustees

The Trustees challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Trustees have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy and statutory guidance.

The Trustees review this policy annually and considers any amendments in light of the annual review findings. The Executive Head teacher reports the outcome of the review to the Trustees.

Monitoring and Evaluation

The SENDCo(s) monitor the movement of children within the SEN system in school and provides staff and Trustees with regular summaries of the impact of the policy on the practice of the school. The SENDco(s) are involved in supporting teachers and in drawing up SEN or Pastoral Support Plans for children. The SENDCo(s) and Executive Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo(s) and the named Trustee with responsibility for special needs also hold regular meetings.