



[Academy Name]

Special Educational Needs and Disability Policy

Policy Type:	Trust Core Policy
Approved By:	St. Benet's MAT Trust
Approval Date:	Board 21/5/2018
Date Adopted by LGB:	May 21st 2018
Review Date:	May 2021
Person Responsible:	Chief Executive Officer

Roles and Accountabilities

The Diocese of Norwich St. Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of responsibility, respect and dignity where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the St. Benet's family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

[Academy Name] believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.

- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone, including parents/carers, feel valued and are confident the pupils can achieve the best outcomes they are capable of.

What is a Special Educational Need?

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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities” (Section 1(1) Disability Discrimination Act 1995)

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Inclusion Statement

Please refer to the St. Benet’s policy on Inclusion.

Aims and Objectives of the SEND Policy are

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils’ self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil’s needs.

- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching which includes the use of Wave 1 and Wave 2 interventions (see Appendix 2). Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at **[Academy Name]** have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- **The appointment of a SENDCO**
- Analysis of the whole academy tracking system
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs and Disabilities Coordinator (SENDCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO). This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Statements of SEN or Education Health and Care plans.
- Monitor the Academy's system of Individual Education Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy- based issues.
- Attend meetings or training specific to the role of SENDCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENDCO

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The new Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

Monitoring

The impact of this policy will be monitored through regular review and feedback from parents, children and staff. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed every three years or earlier if relevant.

Links to Other Policies

Behaviour Policy

Inclusion Policy

Accessibility Policy

Safeguarding Policy

Complaints Policy

PSHE Policy

E-Safety & ICT Acceptable Use Policy

Harassment & Discrimination including Racial Abuse Policy

APPENDIX 1

[This is a model document and will need adapting in each individual situation]

SEND Information Report for XXXXXX Academy 2014-15

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At XXXXXX Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

XXXXXXXXXXXXX Headteacher
XXXXXXXXXXXXX, SENDCO
XXXXXXXXXXXXX SEND Governor
XXXXXXXXXXXXX Parent Governor

If you have specific questions about the Norfolk Local Offer please look at the Norfolk County Council special educational needs and disabilities web site:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEND please speak to his/her Class Teacher or **contact our SENDCO on (telephone number)**

Our Approach to Teaching Learners with SEND

At XXXXXX Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy. For more information on our approach, **including the role of the SENDCO**, please see our teaching and learning policy by clicking here.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At **XXXXXX** Academy, we value **learning for all**.

How we identify SEND

At different times in their Academy career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“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 them. A child of compulsory Academy 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 which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide educational opportunities that are ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons. They may have been absent from the Academy, they may have attended lots of different Academies and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At **XXXXXX** Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2017/18 shows that we have **xxxx** of children identified as having SEND, and **xxxx** of those have a statement / Education, Health and Care Plan.

xxxx of children are identified as having SEND linked to Cognition and Learning

xxxx linked to Communication and Interaction

xxxx linked to Physical and Sensory

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At **XXXXXX** Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within Academy.

For some learners we may want to seek advice from specialist teams. In our Academy we have access to various specialist services that may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include: Delete /amend as appropriate
ASD specialist support assistant team,
We have limited access to a cluster Educational Psychologist CAMHS (Child & Adolescent Mental Health Service)
Attendance Officers
ATT, Access through technology services. (Profession or medical referral only)
Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
Service Level Agreements can be purchased from the **XXXXXXXXXXXXXX** Short Stay Academy.

We also employ **xxx FTE** and **xxx PT** Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENDCO.

What we do to support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards 2012 detail the expectations on all teachers, and we at **XXXXXX** Academy are proud of our teachers and their development. The Teachers' Standards are at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

Our teachers use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the pupil's learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map which, although it does not detail the individual learners' names, describes the interventions and actions that we undertake at **XXXXXX** Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. **The provision map for 2017/18 is available on our website.**

At **XXXXXX** Academy we share the provision map with our colleagues in the **xxxxx cluster** so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/ Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with our Local Governing Body who hold the Academy to account in ensuring that we monitor the impact of these interventions on learning across the Academy.

Funding for SEND

XXXXXX Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for 2017-18 is **XXXXX**

The **xxx** cluster of Academies/ Schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the Academy. The **xxx** cluster funding for 2017-18 is **XXXXX**.

Access to this funding is via a professional SEND panel made up of representatives from Academies / Schools within our cluster.

The **xxx** Cluster of Academies / Schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the **xxx** Cluster please contact our Cluster Lead co-ordinator: (email address)

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within **XXXXXX** Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has a Statement of Special Educational Need or an Education Health and Care Plan (EHC plan) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our academy data is also monitored by the St. Benet's Trust, the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At XXXXXX Academy in 2017-18 we are offering a range of additional clubs and activities. These can be found on our academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

All staff at XXXXXX Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the academy, having a new teacher, or moving on to another academy, training provider or moving in to employment. XXXXXX Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary academy for children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

XXXXXX Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>