



Special Educational Needs and Disability Policy 2018-2019

Policy reviewed by Academy Transformation Trust on	March 2018
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This policy links to:	Located:
<ul style="list-style-type: none">• Special Educational Needs and Disabilities Procedure• Academy Information Report• Accessibility Policy and Plan• Admissions Policy• Equalities Policy• Health and Safety Policy	

Review Date – March 2019



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.



Star Academy Sandyford

The SEND Link Governor is: Stacey Green

The SENCo is: Julie Chatterton

Introduction

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEN) Definition from SEN Code of Practice p15

- 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

This policy outlines ATT's pledge and expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability Procedure in their academy information report (local offer) to accompany this policy.

Specific responsibilities include:

Policy determination	Governors and Principal
Establishment of appropriate staffing	Governors and Principal
Monitoring work on SEND and holding staff to account for the progress of SEND pupils	Link Governor for SEN
Day to day management	Principal
Day to day operation	SENCo
Reporting on policy	Governors

The Trust's Vision

Our vision is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

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1 Aims

- 1.1 It is the aim of The Trust to provide every pupil with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout The Trust (for more information see our Equalities Policy). All pupils should be fully included into the life and curriculum of our academies communities. Reasonable adjustments will be made so as all pupils can be fully included.

2 Objectives

- All of our pupils have an entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential;
- Each of our academies will offer a rich and varied curriculum that will be accessible to all abilities and needs;
- Academies will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs;
- To identify pupils with a special educational need or disability as early as possible and ensure their needs are met/supported;
- To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training;
- Reasonable adjustments will be made to support any pupil with a protected characteristic so as they are able to realise their full potential.

3 Admissions

- 3.1 The Trust supports the guidance as set out in the admissions arrangements for all of our academies.
- 3.2 The accessibility policy and plan outlines how the Trust will consider any issues which may be a barrier to pupils' participation in academy life.

4 Roles and responsibilities

- 4.1 The Trust expects the Principal to:
- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
 - Determine the use of financial resources, staffing levels and staff deployment
 - Support the SENCo in compiling the academy information report (local offer) and ensure it is reviewed and updated at least annually and published on the academy website;
 - Ensure staff development, in-service planning for Governors, teachers and teaching assistants;
 - Monitor data analysis, in particular against performance management targets and report back to Governors;
 - Ensure that the SENCo is a trained teacher and is a member of the senior leadership team or has direct line management to the leadership team.

4.2 The Trust expects Governors to:

- Appoint a Governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register and report back to the full governing body;
- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for the special needs (SENCo), who must be a teacher and ensure the SENCo has sufficient time to carry out the strategic role
- Agree the academy's offer for pupils with special educational needs and disability (to be published on the academy website);
- To monitor performance regularly of pupils with special educational needs or a disability;
- Have in place arrangements for dealing with complaints from parents with SEND pupils;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

4.3 The Trust expects the SENCo to:

- Ensure a consistent whole school approach to special needs and disability
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education;
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people;
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and Governors at least termly);
- Review at least annually the academy's information report which outlines the support and provision available in the academy for pupils identified with special educational needs or disability;
- Present an annual SEN report to Governors;
- Seek advice and support from other agencies;
- Map out interventions to include their impact on standards and the cost of each intervention;
- Ensuring SEND pupils participate in a full range of activities, including examinations in school and in addition to the curriculum;
- Attend and participate in Trust-wide events to ensure consistent approach and up-to-date knowledge.

4.4 The Trust expects teachers to:

- Take responsibility for the needs of all the pupils. "A teacher is a teacher of all pupils";
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs;

- Plan for the needs of all pupils;
- Meet half termly with leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning;
- Lead reviews of progress including consulting and planning with parents (liaising with the SENCo).

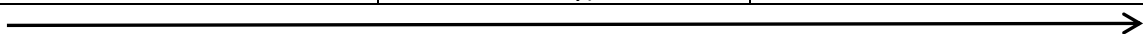
4.5 The Trust expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher;
- Fulfill their obligations under home-academy agreement which sets out expectations of all parties;
- Take heed of an academy's information report which outline the support available in the academy.

5 Identification of SEND

5.1 When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- 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 despite the provision of an appropriate differentiated curriculum;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

SEN support	SEN+ (for data purposes only)	EHCP/ST
 GRADUATED RESPONSE		
Identification Despite high quality teaching targeted at areas of weakness: <ul style="list-style-type: none"> • The pupil is failing to make progress similar to that of their peers starting from the same baseline; • Progress is lower than 	When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.	A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone

<ul style="list-style-type: none"> made previously; The attainment gap is not closing between the child and their peers. 		<p>can apply to LA for an assessment). This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists.</p>
<p>Assessment and next steps</p>		
<p>Class teacher and SENCo should assess whether the child has a significant learning difficulty. A decision is made to support the child; the support should be agreed by parent and child. The views of parents and child should be considered. Support is revisited, refined and revised often. There will be frequent reviews, (at least termly). In some cases outside professionals may be involved.</p>	<p>A school should always involve a specialist where a child continues to make little or no progress over a sustained period. Parents should be involved at every opportunity, particularly when involving specialists.</p>	<p>A request is made to the local authority for an assessment to take place.</p>
<p>Where a pupil is receiving SEN support, schools should meet with parents at least termly to set clear goals, discuss the activities and support that will achieve them. However support will be revisited, refined and revised more often Meetings should be led by a teacher with good knowledge of the child or young person. This will usually be class teacher or form teacher, supported by the SENCo. Parents views should be explored. Views of child should be considered. Following the meeting the teacher is responsible for informing all appropriate school staff and updating school records.</p>		

6 Referral for an Education, Health and Care Plan

6.1 The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or other provider.

EHC plans must:

- Be focused on the outcomes the child or young person seek to achieve across education, health and care;
- Set out how services will work together to meet the child's or young person's needs;

- Be based on a coordinated assessment and planning process which puts the child and young person and their parents at the center of decision making.

7 Allocation of Resources and Evaluation

- 7.1 ATT's Achievement Strategy outlines the processes for assessing, tracking and reviewing pupil progress.
- 7.2 The link Governor for SEND will meet regularly with the SENCo to ensure pupils needs are being met and that reasonable adjustments are made for pupils when necessary.
- 7.3 Each academy will publish their "offer" on the academy website which outline the support and provision available to help SEND pupils to have full access to the curriculum and school life.
- 7.4 Resources are allocated using the feedback from staff, parents and the pupil. The impact of the resources, whatever they might be is reviewed often and adjusted, changed as necessary. The cost of these resources is recorded. Academy information reports (local offer) found on academy websites outline in detail the resources available to allow pupils full access to the curriculum.
- 7.5 A provision map shows historical and current assessment information and a record of any interventions and the impact of these.