



ACADEMY SPECIAL EDUCATIONAL NEEDS POLICY

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27/6/2017	ED	Changed Directors to Trustees throughout document
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ACADEMY SEND POLICY

Introduction

At Perry Hall Multi-Academy Trust (PHMAT) we believe that meeting every pupil's needs is a shared responsibility. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

The SEND Code of Practice (January 2015) states a child is said to have a Special Educational Need if he/she has a significant greater difficulty in learning than the majority of children of the same age. These children may need extra or different help from that given to other children of the same age. Children with a disability and health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age. A child with a disability is covered by the SEND definition if they require special educational provision.

Children with special educational needs may need extra help because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

At Perry Hall Multi-Academy Trust we accept the definitions of Special Educational Needs as well as the principles from the SEN Code of Practice. We meet the needs of all children within our schools. Staff will identify those who have special educational needs, assess and make/adapt provision for all children with SEND, whether or not they have Education Health Care Plan. We also acknowledge that children at the higher end of the ability range may also have special educational needs, in order to ensure they remain challenged and inspired and have the right to have those needs met.

We recognise that:

- Each learner is an individual with his or her own particular educational needs
- All pupils have the right to a broad and balanced curriculum, differentiated to reflect these needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.

- Every effort should be made to reduce the risk of 'labelling' for children with special educational needs. Wherever possible these children should be integrated to work alongside their peers to share educational experiences with those whose needs are different from their own. However, there may be times when children are withdrawn for specialist teaching which we strive to make a positive experience and a 'natural' course of events.
- The nature of children's Special Educational Needs might be long or short term and in one or more areas .
- The special needs provision made by the schools are a process which is strongly rooted in partnership with parents.

Aims and Objectives

We will:

- Follow the approach and guidance outlined in the SEND Code of Practice.
- Identify pupils with special educational needs and disabilities, as early as possible, and work to meet their needs.
- Provide all children with access to a broad and balanced curriculum, through differentiated activities.
- Regularly assess and monitor children's progress to allow the relevant support and provision to be provided.
- Ensure that children with special educational needs and disabilities are included in their school life.
- All staff are provided with continuous professional development and training. .
- Ensure that all learners make the best possible progress.
- Ensure parents/carers are informed of their child's special educational needs, provision and ensure that there is effective communication between parents and schools.
- Ensure that learners express their views and are fully involved in decisions which affect their education.
- Promote effective partnership and involve outside agencies where and when appropriate.

Identifying SEN

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress or observations of social, emotional or behavioural difficulties. Evidence is gathered through the child's work, assessment data, classroom observations any other information on health or

social problems, discussion with parents and/or the child him/herself and from previous teachers.

Our schools are committed to the early identification of special educational needs and adopt a graduated approach to meeting special educational needs in line with the Code of Practice. A range of evidence is collected through usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress (academic or other age related benchmarks), the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary (see Appendix One for academic indicators).

If parents have initial concerns regarding their child's progress or SEND they will discuss this with their child's class teacher outlining their concerns and views. This information will then be passed onto the SENCO. At this stage the child will be provided with adapted provision and differentiation of work in class. If the child fails to make progress then the class teacher, SENCO and parents can discuss the child moving on to SEN Support..

At SEN Support the child will also have individual targets recorded on an IEP (individual education plan). This will be written by the class teacher, always in consultation with pupils, parents, carers and other professionals involved, with support from the SENCO at a termly target setting meeting and review.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- the provision to be put in place and when
- on-going review of targets from both the child and professionals involved.
- success criteria

The IEP will be reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN Support, further advice and support may be sought from PH Mat Assistant Educational Psychologist (AEP) or outside professionals. Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For a small number of pupils this support may still not meet their needs. In this case the school can request that the LA undertakes a Statutory Assessment of the child's needs which may lead to an Education Health Care Plan (EHCP) These children may be provided with top-up funding by the LA which the school will use to support the child. For children who have an EHCP, as well as the review of their IEPs, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority.

The SENCO and/or Year 6 teachers will liaise with the SENCO/ Year 7 teachers of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

Any provision/action that children receive which is additional to or different from that available to all children will be recorded on an intervention map. This will be evaluated, reviewed and updated every term. The SENCO monitors the interventions to ensure they are supporting children's progress.

Consultation Process

- concerns and actions to be taken should first be shared with the parents/carers through the class teacher and Recorded.
- parents should be consulted on a termly basis throughout the monitoring process, which can be part of the Parent Consultation process
- once a child is on the SEN register the consultation process should involve termly review of the child's IEP and new targets set.

Roles and Responsibilities

These objectives will be met by the school:

- Early identification of children's needs
- Gathering of relevant and important evidence, including from discussions with parents/carers.
- Drawing up individual education plans (IEPs) and reviewing outcomes termly
- Using IEPs to guide teachers' planning and focus support for the individual pupil.
- Teachers working closely together with the SENCO to ensure that the schools' SEN provision is the best possible within budgetary constraints.
- Appoint a designated teacher for LAC/CIC children

The named SENCO for Perry Hall Primary School is Carol Russell.

The named SENCO for Berrybrook Primary School is Emily Pritchett.

The named SENCO for Dunstall Hill Primary school is Lee Fellows.

The named SENCO at Birds Bush Primary is Ginny Brooke

They have responsibility for:

- Co-ordinating the provision and support for children with SEN.
- Day to day operation of the schools' SEN policy.
- Liaising with and advising fellow teachers/teaching assistants.
- Work with/Liaise with school governors and the Headteacher to ensure that the school meets its responsibilities under the equality act (2010) with regards to reasonable adjustments and access arrangements.

Please refer to Perry Hall Multi-Academy Trust's Accessibility plan for further details.

- Advise on a graduated approach to providing SEND support.
- Monitoring and supporting the writing and reviewing of IEP's.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Create a one page profile of each pupil with SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Contributing and arranging CPD training for staff.
- Managing the EHCP procedure and provision for pupils with an EHCP/Statement.
- Co-ordinating the support for children with SEN.
- Prepare the arrangements for the admission of pupils with disabilities and the facilities provided to enable access to the school in line with the MAT accessibility plan.
- Regularly review the Accessibility plan showing how the school plans to progressively improve access over time.

Each Local Governing Body is responsible for:

- Monitoring the SENCO action plan.
- Liaising with the SENCO and Heads of School in relation to the progress made by children with SEN.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

Class Teachers will:

- Plan and review support/provision for their pupils with SEND.
- Liaise with parents/carers, SENCO and the pupils themselves.
- Set high expectations of all pupils and teach a broad and balanced curriculum for all.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and every pupil with SEND will be able to access the curriculum.
- Be responsible and accountable for the progress and develop of all pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Follow school procedures for monitoring and reporting on behaviour, progress and concerns.

Assessment

We believe that all children and young people deserve to have their achievements and progression recognised and the Trust's curriculum reflects the different levels of attainment likely to be achieved.

Ours schools use a consistent assessment system approach across the academy; the Early Years Foundation Stage profile, P Scales for identified pupils working below age related expectations and the National Curriculum age related expectations. Assessment for learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the schools' assessment policies. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through a rigorous tracking and assessment analysis.

The SENCOs track pupil progress and report to the senior leadership team and governors at each school in order to:

- check the progress individual pupils make against their targets (half termly);
- verify that barrier-free learning is taking place across the curriculum,
- particularly where there have been changes in staff or syllabus / schemes of work, or low attendance rates;
- check the progress of pupils identified as SEN support and those with an EHCP/ statement to inform the SEN register and to ensure that the pupils' needs are being met;
Monitor the impact in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- Compare their school's performance with other similar schools in the area and with national performance data.
- If the decision is taken not to issue an EHCP the school will consider and implement recommendations of feedback given from the LA regarding how the pupils outcomes can be met through the schools existing provision.

Schools can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. MAT schools make every effort to meet the learning needs of all their children, without recourse to disapplication. We achieve this through greater differentiation of children's work, or through the provision of additional learning resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances a school may decide that disapplication is the correct procedure to follow. This would only be done do this after consultation with parents/carers. The school's governor with responsibility for special educational needs would also be involved in this process. Every effort is made to provide the necessary support from within the school's resources before considering such action.

Should a school go ahead with modification or disapplication, this would be done through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Children are assessed in schools using both formative and summative assessment. . Some children are also assessed by outside agencies when necessary. The results of the assessments are used to monitor and plan any interventions required, which are then outlined on the intervention map. Planning includes differentiated learning objectives, success criteria's and activities, as well as the assessment focus for that individual lesson. Teachers evaluate lesson allowing them to comment on the progress made by all children including those with SEN.

Partnerships

Each school works closely with local high schools for the smooth transition of pupils with SEN and to ensure that there is continuity and progression in provision for them. We also liaise with the previous schools of joiners in order that we can be immediately be aware of any special educational needs and quickly put a suitable programme of support in place.

Inclusion support team/external agencies play an important part in helping the schools identify, assess and make provision for pupils with special education needs. The schools receive regular visits from the nominated Education Welfare Officer for the area.

In addition the schools may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties. The speech and language therapist contributes to the statement reviews of children with speech and language difficulties. Targets and advice given by

the speech and language team are used when reviewing and writing children's IEPs.

Pupils should:

- have a focus on their strengths as well as their needs
- help in the planning of their IEPs
- have a say in the targets set
- agree to their targets
- share in the recording, monitoring and evaluating of their progress
- have access to all aspects of school life

Parents/carers are empowered to:

- play an active and valued role in the child's education
- have children's difficulties identified early with appropriate intervention to support them
- have an understanding of their child's strengths as well as their needs
- help in the planning of their IEPs
- have a say in their child's targets set

- have knowledge of what they can expect for their child
- have access to information, advice and support during assessment or decision making processes about their child

All parents of pupils identified on the SEN register should have access to information about the Parent Partnership Service.

Professional development

The Executive Headteacher and Heads of School oversee the professional development of all teaching staff and teaching assistants. The schools monitor the training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and members of staff. The SENCOs take responsibility for prioritising the training needs of staff. Staff are encouraged to observe good inclusive practice within the schools and also in other schools, where ever possible.

Complaints

Please see the Multi-Academy Trust's complaints procedure. Class teachers will work closely with parents/carers at all stages of a child's education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities whose concerns cannot be

resolved by the class teacher can meet with the SENCO. If there continues to be cause for complaint parents/carers should address their concerns to the relevant Headteacher and Local Governing Body.

Monitoring and reviewing

This policy is monitored by the Board of Trustees and will be reviewed regularly.

Any child who doesn't make progress over an academic year will be discussed through pupil progress meetings and identified for specific intervention, until progress resumes.

Other factors will also be used when identifying children who may be gifted and talented or require teacher monitoring, provision amendments or interventions to support behaviour, social skills etc.