



Special Educational Need and Disability Policy

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Updated to make reference to the multi-academy trust-
Summer Term 2016

Date for Review- September 2018

Special Educational Need and Disability Policy

Essa Primary Academy is part of the Essa Foundation Academies Trust (EFAT).

The Board of Directors and Local Governing Bodies (LGB) are responsible for ensuring that the legislation and the code of practice relating to children with special educational needs and/or disabilities (SEND) are adhered to.

The Board of Directors has delegated responsibility for curriculum policy to the Local Governing Body. The LGB is responsible for approving the SEND policy and SEND offer in the academy, monitoring SEND provision, and publishing an annual report on SEND provision.

This policy reflects the values, philosophy and vision of the Essa Foundation Academies Trust and the academy in relation to the teaching of pupils with Special Educational Needs and/or Disabilities. It is consistent with the Trust's and the academy's agreed aims and objectives and sets out a framework within which teaching and support staff can operate in the academy.

This policy should be read in conjunction with our Special Educational Needs and Disability Offer.

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following legislation and guidance documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disabilities Regulations 2014
- The Children and Families Act 2014

Contact Details

Essa Primary

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Vision

Our vision is to provide pupils in the Essa Foundation Trust's academies with the best opportunity to achieve their full potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status.

Essa Primary Academy is an open, friendly learning community, where everybody is valued and has a voice. In partnership with all stakeholders we aim to equip our pupils to live safe, healthy, fulfilling lives, enabling them to achieve success 'Right from the start' both today and in the future: 'All will Succeed.'

Aims and Objectives

The aims of this policy are:

- To identify and provide support for pupils who have Special Educational Needs and Disabilities.
- To work towards the guidelines set out in the SEND Code of Practice (Jan 2015)
- Operate a 'child centred' approach to the management and leadership of SEND.
- To create an environment that meets the Special Educational Needs and Disabilities of each pupil.
- To provide high 'quality first' teaching and a strongly differentiated curriculum for all SEND pupils.
- To make all partners clear of expectations.

Identifying Special Educational Needs and Disabilities

A pupil has special educational needs where their learning difficulty or disability calls for special educational provision; namely provision different from or additional to that normally available to pupils of the same age.

Special Educational Needs and Disability provision can be considered as falling under four broad areas:

- Communication and Interaction - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)
- Cognition and Learning - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.

- Social, Emotional, and Mental Health (SEMH) including but not limited to self-harm, depression, ADHD and attachment disorder.
- Sensory and/or Physical - Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical difficulties (PD).

Whilst these four areas broadly identify the primary need of a student we also consider the needs of the whole child, which may also impact on a student's progress, such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENDCO uses whole academy tracking data, as an early identification indicator.

We use a number of additional indicators of special educational needs and/or disabilities:

- The analysis of data, including, SATs, reading ages,
- The use of our local authority SEND criteria
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools/academies on transfer
- Information from other services

What should I do if I think my child has a Special Educational Need and/or Disability?

If you have concerns then please contact either your child's teacher, Pod Leader, Significant Adult, or the SENDCO.

A graduated approach to SEND Support

The current code of practice advocates a graduated approach to meeting the needs of pupils with SEND. The levels of support a pupil receives as part of the graduated approach are as follows:

High Quality Teaching and Differentiation

- In the first instance high 'quality first' teaching. All pupils will have access to a wide range of learning experiences and a highly differentiated curriculum appropriate to the needs of all learners.

'Differentiation is simple. It involves planning and teaching in a way that takes account of all learners in a class. By working in this manner, teachers ensure that every student has the opportunity to make good progress, regardless of their starting point.'-Mike Gershon (2013), a respected SEND specialist and author.

The responsibility for appropriate differentiation and for identifying and meeting the child/young person's individual (including special) educational needs is the responsibility of the class or subject teacher. The function of other staff/professionals e.g. SENDCO, Local Authority services, health professionals, is to support them in fulfilling this responsibility.

- Pupils added to the SEND register at academy support level. A pupil SEND profile is created and additional support is put in place. Additional support could include: Teacher Assistant (TA) in-class support; withdrawal sessions or specific interventions. Additional support is created on an individual basis.
- Pupils receive support from an outside agency who will offer advice and give strategies on how we can best support them. All information is communicated to staff and parents by the SENDCO.
- A request could be made for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding.

Managing pupils needs on the SEND Register

Our aim is for pupils needs to be identified as quickly and accurately as possible. The SENDCO has the overall responsibility for managing the pupils on the SEND register. The process set out in the current SEND code of practice is as follows:

Criteria for entering the SEND register

The following guidance is set out for Teachers to raise concerns regarding a pupil with possible SEND.

Making decisions about the new Graduated Cycle and SEND Support:

Advice for all staff.

When you have concerns about a pupil, whom you think may have Special Educational Needs and/or Disabilities:

Complete the 'Initial Concerns Record', gathering all relevant evidence, including evidence of strategies / interventions / support already in place.

Arrange to meet with the SENDCO, bring your evidence to the meeting. A decision will be made at this meeting as to whether the pupil requires further assessment, as part of the academy's Graduated Approach and SEND Support.

If the pupil requires additional assessment e.g. diagnostic assessment, further teacher assessment, further discussion with parents or pupil, this will be arranged by the teacher or SENDCO, as appropriate.

If the pupil does not require further assessment, further advice will be provided on strategies for supporting the pupil at wave 1 and 2. The student will continue to be monitored through the academy's tracking system.



A decision will be made as to whether the pupil meets the academy's SEND criteria for SEND Support.

If the pupil meets the criteria for SEND Support, this will be recorded on the SEND register and parents will be formally involved.

If the pupil does not meet the criteria for SEND Support, further advice will be provided on strategies for supporting the pupil at wave 1 and 2. The student will continue to be monitored through the academy's tracking system.

The cycle of SEND Support will begin.

Criteria for Exiting the SEND Register

When pupils are working broadly in line with their peers, with or without wave 2 intervention, they will be removed from the SEND register. Parents will be involved in this decision. These pupils will be closely monitored to ensure progress remains in line with age related expectations.

Parental Partnership

At all stages of the SEND process, the academy will keep parents fully informed and involved. Taking into account the views and opinions of parents at all stages. We appreciate that parents are often the experts on their children, and their knowledge of their children's interests, dislikes, triggers for anxiety or challenging behaviour and strategies which are effective in supporting them can be very valuable for academy staff. We encourage parents to make a full contribution to their child's education and well-being: allowing parents to support their child in the decisions they make for their future.

Meetings with parents are held at least three times a year to share the progress of SEND pupils. Permission will be obtained from parents before beginning any outside intervention. Parents will be provided with clear information throughout the Access, Plan, Do, Review process.

Supporting pupils and families

What is the local offer?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area, for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the "local offer". The local offer provides information on all the services available to children, young people and their families. It details what can be expected from a range of local agencies, including education, health and social care providers, allowing you more choice and control over what support is right for your child. Bolton's local offer can be found at: <http://www.localdirectory.bolton.gov.uk/send.aspx>

SEND INFORMATION REPORT

It is a statutory requirement for schools/academies to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Special Educational Needs and Disability Regulations 2014. The academy will publish a report on SEND provision annually, on the Trust's/ academy's web site, and as soon as possible if any changes occur during the year.

Admissions

Pupils with SEND are admitted in line with EFAT's admissions policies for its academies. The statutory requirements of the Equalities Act 2010 are adhered to.

Examinations/ statutory assessments

The SENDCO works closely with the Examinations Officer/Principal, to make sure pupils are able to access exams and other assessments by making necessary applications, in accordance with the Access and Arrangements guidance.

Supporting pupils with medical conditions

This policy should be read in conjunction with the academy's 'Policy for Supporting Pupils in the academy with Medical Conditions.'

Monitoring and evaluation of SEND

In a minority of cases and only when a pupil presents with needs, which are so 'exceptional' as to necessitate a very high level of additional support, will an the academy make representation to the Local Authority (LA) to secure additional funding. Subject to annual review, the funding is awarded to the academy on behalf of the pupil, to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting, to discuss their progress and the support which they receive. The SENDCO takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs. The majority of SEND pupils will have their needs met through quality first teaching in the mainstream provision, however parents/carers are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment, if it is felt that this is necessary. The LA will follow the statutory guidelines and produce an EHC Plan. The academy may also make the decision to discuss the possibility of an EHC Plan. Some pupils may already have a statement of special educational needs or an EHC in place when they join an the academy

Training and resources

SEND is an integral part of continuing professional development programme for all staff in the academy. SEND inset is considered on an annual basis. The SENDCO team is kept up to date with current legislation and policy, through attending Local Authority training, cluster meetings, NASEN events and specialist training. The SEND team will also take part in professional discussions with outside agencies, to further develop their knowledge and experience of working with pupils with SEND and their families.

Roles and responsibilities

- The SEND Governor is the link between the Local Governing Body and the academy, in relation to pupils with SEND. Their role is to help raise awareness of SEND issues at Local Governing Body meetings and give up-to-date information on SEND provision within the academy. They also help review the implementation of the SEND policy in the academy and the academy's SEND provision for pupils with SEND and ensure that parents have confidence in this provision.
- The SENDCO and The Assistant SENDCO will keep the Local Governing Body and the Principal informed about SEND provision and will carry out their duties as described in this policy.
- The SEND Teaching Assistants work under the guidance of the SENDCO, Assistant SENDCO, Class Teachers and outside agencies to support pupils with SEND.

Storing and managing information

The academy fully endorses the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual relating to the use and storage of data. Information on pupils with SEND is stored and managed in line with EFAT's policy and procedures on Data Protection. Disclosure of information held about pupils will be shared with external agencies when those professionals are involved in supporting a pupil. Parents/carers will be consulted about external agency involvement and are often asked to sign a referral form to show their consent. A copy of the Trust's Data Protection Act Policy is available on the Trust's/ academy's website.

Accessibility

The academy is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The academy will continue to increase the accessibility of provision for all pupils, staff and visitors to the academy. We make every effort to ensure:

- Access to the physical environment of the academy, including improving/providing specialist facilities as necessary. This covers

improvements to the physical environment of the academy and physical aids to access education.

- Access to the curriculum for pupils with a special educational need and/or disability, including expanding the curriculum as necessary to ensure that pupils with a special educational need and/or a disability are as equally prepared for life as other pupils. This covers teaching and learning, and participation in extracurricular activities, leisure and cultural activities or academy visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

All pupils with significant medical need and/or disability will have a Health Care Plan, with significant input from parent/carers, healthcare professionals and key staff.

Dealing with complaints and resolving disagreements

Parents/carers of pupils with special educational needs and/or disabilities, like all parents, should raise any concerns about SEND provision for their child with designated staff in the academy following the Trust's complaints procedure which is available on the Trust's/ academies web site or from the academy.

The Local Authority also provides a disagreement resolution service for parents/carers who have concerns about how the academy carries out its SEND provision. Parents/carers should use the Trust's complaints procedures before raising the complaint with others.

Bullying

Please refer to our '*Behaviour/Anti-bullying policy*' which is available on the *Trust's/academy's website or from the academy.*

Reviewing the policy

The SENDCO monitors the progress or difficulties of pupils/ students on the SEND register. The SENDCO provides staff and governors with regular summaries of the impact of our policy and the effectiveness of our SEND provision.

The SENDCO is involved in supporting staff in drawing up educational, health, and care needs assessments and plans and learning passports for pupils in their class/group. The SENDCO and the Principal/SLT member hold regular meetings to review the work of the academy in this area. The SENDCO and the named governor with responsibility for special educational needs and /or disabilities, also hold termly meetings.

The Local Governing Body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.