



# Special Educational Needs and Disabilities Policy

## February 2021

Office use

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<b>Associated documents:</b>			
<ul style="list-style-type: none"> <li>Special Educational Needs and Disability (SEND) Code of Practice 0-25 years January 2015</li> </ul>		<ul style="list-style-type: none"> <li>Part 3 of the Children and Families Act 2014</li> <li>Section 69 the Children and Families Act 2014</li> </ul>	
<b>Links to:</b>			
<ul style="list-style-type: none"> <li><a href="http://www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/health-needs">www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/health-needs</a></li> <li><a href="http://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities">www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities</a></li> <li>SEND Local Offer <a href="http://www.nottinghamshire.SENDlocaloffer.org.uk">www.nottinghamshire.SENDlocaloffer.org.uk</a> <a href="http://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer">www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer</a></li> </ul>			

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# 1 Disabled people and young children

1.1 Many children and young people who have SEN may have a disability under the Equality Act 2010 that is "...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities".

"Long term" is defined as "a year or more" and "substantial" is defined as "more than minor or trivial". This definition includes sensory impairments such as those affecting sight or hearing and 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. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. Code of Practice 2014.

It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person in this context is a person over compulsory academy age and under 25.

1.2 Definitions of special educational needs and Disabilities (SEND) taken from Section 20 of the Children and Families Act 2014

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

A child under compulsory academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.3 The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from 1st September 2014. A SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs](http://www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs)

1.4 These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information about the pathway on Nottinghamshire's and Lincolnshire's SEND Local Offer website:

[www.nottinghamshire.SENDlocaloffer.org.uk](http://www.nottinghamshire.SENDlocaloffer.org.uk)

[www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer](http://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer)

1.5 This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

All academies are statutorily required to update their own local offer annually and ensure it is available on the academy website and on the local authority website.

## **2 Scope and purpose**

2.1 All Diverse Academies aim to provide every child with access to a broad and balanced education. This includes developing a curriculum that is coherently sequenced to all children's needs, starting points and aspirations for the future, in line with the Special Educational Needs Code of Practice.

### **2.2 High aspirations and expectations**

- a. To raise aspirations, motivate & inspire people to reach their full potential & to experience success
- b. To identify talent in everyone & to provide a stimulating environment in which to develop
- c. To encourage imagination, resourcefulness & responsibility

- d. To promote high expectations by encouraging positive attitudes and setting challenging targets
- e. To ensure that children's outcomes are improved as a result of different or additional provision being made for them, including outcomes in:
  - communication and interaction
  - cognition and learning
  - physical health and development
  - social, emotional and mental health

### 2.3 **Inclusion**

- a. To ensure all children with SEND are included in all aspects of academy life where reasonably possible
- b. To ensure that all children with SEND are prepared for their next steps in education, employment and training, and their adult lives including further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life

### 2.4 **Teamwork**

- a. To promote good teamwork, high levels of co-operation & respect for others
- b. To play an integral part in the life of the local community

### 2.5 **Objectives**

- a. Identify the needs of children with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder prior to the child's entry into an academy.
- b. Monitor the progress of all children. In order to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to an appropriate curriculum. This will be co-ordinated by the SENDCo and teaching staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
- d. Work collaboratively with parents and carers and as necessary, other professional/specialist services in deciding how best to support children with SEND. This includes support when needed to fully understand SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on

the provisions for children within all of our Diverse Academies as a whole, and the effectiveness of the SEND policy and the academies' SEND work.

- e. Work with and in support of outside agencies when the children's needs cannot be met by the academy alone.
- f. All Diverse Academies aspire to create an environment where children feel safe to voice their opinions of their own needs. This means providing one-to-one meetings between children and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all children. Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life.

### **3 Roles and responsibility for the co-ordination of SEND provision**

3.1 The person responsible for overseeing the provision for children with SEND in any of the Diverse Academies will be the SENDCo

In all Diverse Academies there is:

- A team of highly skilled and professional teaching assistants to support teaching and learning
- Access to highly skilled teams of outside professionals and specialist services who support individual needs
- All academies submit a report to the governing body on the quality of SEND provision annually
- All academies have a named SEND link governor who is responsible for monitoring the progress and effectiveness of SEND

### **4 Arrangements for co-ordinating SEND provision**

4.1 The SENDCo will hold details of all SEND support records such as provision maps, support plans or alternatives or structured conversations and subject targets for individual children.

4.2 All staff have access to:

- a. The MAT SEND Policy with local appendices and the local offer

- b. A copy of the full SEND Register or alternative Academy document used for tracking this cohort
- c. Guidance on identification in the Code of Practice (SEND Support and children with Education, Health and Care Plans)
- d. Information on individual child's special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring
- e. Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- f. Information on the staff IT system on individual children and their special needs and requirements
- g. Access to information on current legislation and SEND provision
- h. Information available through Nottinghamshire's/Lincolnshire's SEND Local Offer

This information is made accessible to all staff and parents via all academy websites, in order to aid the effective co-ordination of the SEND provision. In this way, every staff member will have complete and up-to-date information about all children with special needs and their requirements which will enable them to provide for the individual needs of all children.

## **5 Admission arrangements**

5.1 The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please see the Diverse Academies Admissions Policy.

Transition between academy feeder primary and non-primary academies always commence prior to the last week of summer term. For children with identified SEND, this transition may commence much sooner.

### **5.2 Specialist SEND provision**

All Diverse Academies have a diverse number of children with SEND and a dedicated team of professional staff who specialise in SEND provision and support. Diverse Academies are committed to whole academy inclusion.

### **5.3 Facilities for children with SEND**

All Diverse Academies comply with legal and relevant accessibility requirements and have a range of SEND facilities in place; please see the Diverse Academies Access Policy. This includes:

- a. Physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- b. Assistive technology
- c. Increased access to the curriculum and assistance during examinations

#### 5.4 Allocation of resources for children with SEND

All children with SEND will have access to element 1 and 2 of an Academy's budget.

Additional funding may be accessed in accordance to Local Authority guidelines – See Local Authority Local Offer.

## **6 Identification of children's needs**

### 6.1 Identification

See definition of Special Educational Needs and Disability at 1.2

### 6.2 A graduated approach: Quality First Teaching

Any children who are falling significantly outside of the range of expected academic achievement in-line with predicted performance indicators and grade boundaries will be monitored.

- a. Once a child has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- b. The child's class teacher will take steps to support learning in a way that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- c. The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class
- d. Through (b) and (c) it can be determined which level of provision the child will need going forward
- e. If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary

- f. Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the Academy.

### 6.3 SEND Support

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision will be added to the child's record. The aim of formally identifying a child with SEND is to help academy ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- a. Assess
- b. Plan
- c. Do
- d. Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grow. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

### 6.4 Assess

This involves clear analysis of the child's needs using the teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and carers.

### 6.5 Plan

Planning will involve consultation between the teacher, SENDCo, child and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### 6.6 Do

The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENDCo.

#### 6.7 Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The teacher, in conjunction with the SENDCo will revise the support and outcomes based on the child's progress and development, making any necessary amendments going forward, in consultation with parents and the child. Parents and child will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

#### 6.8 Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application will combine information from a variety of sources, including:

- a. Parents/carers
- b. child
- c. Teachers
- d. SENDCo
- e. Social Care
- f. Health professionals
- g. Educational Psychologists

Information will be gathered in an initial assessment process relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. If

assessment criteria have been met, it will then pass for a decision to be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.SENDlocaloffer.org.uk](http://www.nottinghamshire.SENDlocaloffer.org.uk)

[www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer](http://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer)

or by speaking to:

**An advisor in Nottinghamshire on 0300 500 80 80**

**Ask Us (formerly Parent Partnership) on 0800 121 7772**

**Lincolnshire Family Information Service (FIS) on 0800 195 1635**

#### 6.9 Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. There is a multi- agency approach to developing and producing the plan which includes parents and carers the academy and the child.
- b. Parents and carers have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support and educational setting.
- d. Transitions between academies including from primary to secondary are discussed at the annual review. Should a parent or carer require an in-year transfer, they would need to request an early review to discuss this.

## **7 Access to the curriculum, information and associated services**

7.1 Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the academy as is necessary, as far as possible, in line with the wishes of their parents or carers and the needs of the individual.

7.2 Every effort will be made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

All Diverse Academies will:

- a. Keep staff fully informed of the special educational needs of any children in their charge including sharing progress reports, medical reports and teacher feedback
- b. Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Academy staff should be up to date with teaching methods which will aid the progress of all children including those with SEND
- c. Make use of all class facilities and space
- d. Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- e. Ensure that individual or group tuition is available where it is felt that children would benefit from this provision
- f. Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents and carers will be made aware of any circumstances in which changes have been made
- g. Set appropriate individual targets that motivate children to do their best, and celebrating achievements at all levels

## **8 Inclusion of children with SEND**

8.1 The SENDCo oversees the academy's policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

8.2 The academy curriculum is regularly reviewed by the Leadership Team to ensure that it promotes the inclusion of all children. This includes learning outside the classroom.

8.3 The academy will seek advice and commission support from other professional and specialist services, as appropriate, around individual children.

## **9 Evaluating the success of provision**

9.1 In order to make consistent continuous progress in relation to SEND provision the Academy encourages feedback from staff, parents and children throughout the year by contact with the SENDCo or through the Academy website. Children's progress will be monitored on a termly basis in line with the SEND Code of Practice.

9.2 There is a formal evaluation of the effectiveness of the academy SEND provision and policy. The evaluation is carried out by the SENDCo, Principal and SEND Governor. Information is gathered from a variety of sources and used to inform future practice. This is reported to the Local Academy Committee on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **10 Complaints procedure**

10.1 All Diverse Academies seek to resolve any issues within the academy with the SENDCo or Principal. In the unlikely event there are further concerns please refer to the Diverse Academies Complaints Policy

## **11 Continued professional learning (CPL)**

11.1 Diverse Academies aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND.

11.2 All SENDCos attend relevant SEND courses, Family SEND meetings and facilitate/signposts relevant SEND-focused external training opportunities for all staff. Through Educare and the Diverse Academies Institute.

11.3 Diverse Academies recognise the need to train all staff on SEND issues and funding is available to support this professional development. The SENDCo, with the Senior Leadership Team ensure that training opportunities are matched to individual Academy development priorities and those identified through the use of provision management.

## **12 Working in partnerships with parents and carers**

12.1 Diverse Academies believe that a close working relationship with parents is vital in order to ensure:

- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. Continuing social and academic progress of children with SEND
- c. Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, Academic Tutorials.

13.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENDCo may also signpost parents of children with SEND to the local authority Ask Us service where specific advice, guidance and support may be required.

13.3 If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The Academy's SEND Governor may be contacted at any time in relation to SEND matters.

## **13. Links with other agencies and voluntary organisations**

13.1 Diverse Academies invite and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- a. Education Psychology Service
- b. Early Help / Social Care
- c. Family Services
- d. Speech and Language Service
- e. Schools and Family Support Services
- f. 0-19 Healthy Family Team (School nurse)
- g. Ask Us service (was parent line)

This list is not exhaustive

13.2 SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

13.3 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **14 Review of the policy**

This policy is reviewed annually by the Trust we will monitor the application and outcomes of this policy to ensure it is working effectively.