

Luddendenfoot Academy



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1. Introduction

Being supported towards greater independence and engagement in learning can be life transforming for all children and young people, but particularly those with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with children with SEND will share high aspirations and have a good understanding of what support is effective in enabling our pupils to enjoy their learning and achieve their potential. The SENCO, Head of School and local governing body will establish a clear picture of the resources that are available to the school.

They will consider their strategic approach to meeting SEND in the context of the total resources available. The school will always strive for the fundamental principles set out below:

- The SEND of pupils will normally be met in mainstream schools or settings.
- The views of the pupil will be sought and taken into account.
- Parents have a vital role to play in supporting their pupil's education.
- Pupils with SEND will be offered full access to a broad, balanced and relevant education.
- Meeting the needs of pupils with SEND successfully requires partnership between all those involved – LAs, schools, parents, pupils, health and social care.
- SEND provision will emphasise high expectations and be measured on both the happiness of the pupils and their academic progress.

The following policy has been written in conjunction with the latest guidance from the Department for Education and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years.

Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 2.

Intentions

This document is the Special Educational Needs (SEND) policy for Luddendenfoot Academy. It is designed to meet both statutory requirements regarding SEND, and the day- to-day needs of stakeholders (parents, LA, related agencies), staff and students. The main body of the document is concerned with policies, processes and procedures.

3. Aims and objectives of the SEND Policy

This policy document is in place to meet the school's statutory duty to comply with:

- The Special Educational Needs and disability Regulations 2014
- The Children and Families Act 2014
- The Equality Act 2010: advice for schools Feb 2013
- SEND Code of Practice: 0-25 years

All pupils should be given equal opportunity to develop their talents and abilities to their full potential, both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount. These aims are met by a whole-school approach to Special Educational Needs provision with all teaching staff taking responsibility for meeting individual needs through High Quality First Teaching. School policies reflect this approach.

4. Definitions

Special Educational Needs (SEND)

Special Educational Needs are defined as:

A pupil has SEND if 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.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having a SEND. Instead, the school will look at all barriers to a student making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties.

Special Educational provision means:

Educational provision that is additional to, or otherwise different from, the educational provision made generally for pupils of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see pupils' needs and requirements as falling within the broad areas identified below:

- Communication and interaction – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and learning – this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- Social, emotional and mental health difficulties – this includes children who may be withdrawn, disruptive or disturbing, display high levels of anxiety, are hyperactive or lack concentration.
- Sensory and/or physical needs – this includes children with sensory and physical difficulties.

5. Policy Statement

- The School will comply with the 2014 Special Educational Needs Code of Practice.
- Every student at Luddendenfoot Academy, including those with special educational needs, has an entitlement to fulfil his or her potential.
- The School recognises its duty of care to all pupils, including those with special educational needs.
- The school will promote and encourage pupils to become independent in all aspects of life; including preparing them for their transition from primary to secondary school.
- The School will ensure that every pupil follows a broad, well sequenced and engaging curriculum.
- Special educational needs provision for any pupil will be compatible with the efficient education of the other pupils at the School and the efficient use of the School's existing resources. When supporting pupils with special educational needs, the School will always seek to ensure value for money and the most effective and efficient deployment of resources.
- The School will seek to ensure the full inclusion of pupils with special educational needs in all aspects of school life, including the curriculum, extracurricular activities and school trips.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour. Where, however, there is a clear link between a particular pupil's behaviour and diagnosed special needs, the School may deem it appropriate to use an altered, bespoke approach to dealing with disciplinary matters.
- The School will work in partnership with parents to ensure every pupil with special educational needs is well supported. At all stages of the special needs process, the school will keep parents fully informed and involved, and parents are encouraged to make a full and active contribution to their child's education.
- When working with parents of pupils with special educational needs, the School will give support, advice and reinforcement, as well as share information and agree targets, in order to enable progress.
- Where appropriate, the School will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The School provides training to all staff on special educational needs, both in relation to individual pupils and particular types of needs. This training includes induction for new members of staff, as well as on-going Continuing Professional Development (CPD).
- In addressing any pupil's special educational needs, the School will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2014).

- Where appropriate, the School will make reasonable adjustments for a pupil with special educational needs.

6. Procedures and Policies

Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure pupils with special educational needs are fully included in all aspects of school life, including the curriculum, extracurricular programmes and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the Head of School and SENCO.

Identification and Assessment

The school follows the 2014 SEND Code of Practice graduated approach regarding the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. Pupils who fail to make expected progress based on accumulated evidence are placed on the School Support register at the School Support stage. Parents are consulted before this decision is made.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child's teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems, they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. 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.

To help children whom, have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an Education Health Care needs assessment, they should provide the Local Authority with a record of their work with the child including the arrangements they have already made.

We accept the principle that pupils' needs should be identified and met as early as possible, in the hope to improve long-term outcomes for the child or young person. The SENDCo works closely with the senior leadership team and teachers, using whole school tracking data as an early identification indicator using our termly and end of year data.

We use the Pre-Key Stage in accordance with QCA guidance: the Pre-Key Stage levels are integrated into our whole school assessment systems. Pre-Key Stage Levels are used to monitor the progress of pupils working below National Curriculum expectations. The Derbyshire tracker is also used to track the process of SEND pupils in EYFS when needed.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, termly and annual pupil assessments.
- the concerns from teachers through pupil progress meetings.
- following up parental concerns.
- tracking individual pupil progress over time.
- liaison with feeder schools on transfer.
- information from previous schools.
- information from other services.

The SENCo maintains a list of pupils identified through the procedures listed. This list is reviewed termly at pupil progress meetings. A detailed analysis of the list takes place termly.

For some pupils a more in depth individual assessment may be undertaken by the school, this may include *dyslexia screening, movement assessments*.

Individual Education Plans IEPs

Pupils identified as requiring SEND support in School, with outside agency involvement, may have Individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom. This is dependent on their particular need. For pupils with Educational Health Care Plans (EHCP), provision will meet the recommendations on the EHC plan. In subjects where all children have curriculum targets these are used to inform IEPs.

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parents.

Reviewing an IEP

IEP will be reviewed at regular intervals and parents' and pupils' views will be sought.

Request for Educational Health Care Plan

The school will request an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within Early Years Support ~~Plus~~ /School Support ~~Plus~~, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency.

Educational Health Care Plan

An Educational Health Care Plan will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

Reviews of Educational Health Care Plans

Educational Health Care Plans should be used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child or young person's progress towards achieving

the outcomes specified in the Educational Health Care Plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the Education Health Care Plan.
- review the provision made to meet the pupil's need as identified in the Educational Health Care Plan.
- consider the appropriateness of the existing Educational Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- if appropriate to set new objectives for the coming year.

At Key Stage Phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Educational Health Care Plan of SEND.

SEND Register

A SEND register exists for each pupil in each year group who has an EHCP, or has additional SEND needs, and is maintained by the SENCO

- The SEND Register is available to school staff through the School's SEND Pack, to help and support teaching staff accurately plan for, and teach students with special educational needs.
- The SEND Register is a fluid document that is constantly updated to reflect a pupil's current needs and support required. The numbers of pupils on the register, and the information contained will be subject to change.
- Students with complex special educational needs (including those with EHC plans) will have a Pupil Profile in addition to being on the SEND register. This may include academic or social targets, and their provisions (methods of support). The progress made towards meeting these targets will be closely monitored, and feedback from all staff working with these students will be required at various points during the year.

Staff Training

The most appropriate person, who may be the SENCo, another appropriate member of School staff or an external trainer, will provide regular training for staff. All training resources are available on the School network and are accessible to all School staff.

Anti-Bullying Policy

Our school values (MIRROR) are taught explicitly and implicitly throughout our curriculum, with a significant focus on mutual respect. Staff safeguarding training recognises that pupils with special educational needs are more vulnerable to bullying, and staff are expected to be vigilant at recognising the signs of bullying and report any concerns immediately. The bullying of all pupils is not tolerated, and especially those with special educational needs.

Funding EHCP (Personal Budgets)

Personal budget requests will not be addressed through the school's special educational provision, as specified in an EHC plan. Any request for personal budgets should be made through the Local Authority high needs funding.

Complaints

If a parent has a complaint about a special educational needs matter, they should follow the procedures laid down in the School's Complaints Policy.