



Leverton Church of England Academy

Special Educational Needs and Disability Policy

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Rationale

This policy outlines the framework for Leverton C of E Academy to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Leverton C of E Academy will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

Identifying SEND

Leverton C of E Academy has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. Pupils who are causing concern are monitored by the SENCO, additional provision is provided and the impact of these interventions are assessed to review the effectiveness of the support that has been given. Parents/Carers are informed about any support a child receives that is additional to the daily classroom provision and if this support is required on a long-term basis to allow a child to make progress we will arrange a meeting with parents/carers to discuss whether the child meets the criteria for SEN support.

Definitions

As a school we adopt the statement taken from the statutory guidance within the Code of Practise for Special Educational Needs and Disability January 2015 which states *'A pupil has SEN 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.'*

Under the Equality Act 2010, *a disability 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.'*

Where a pupil is identified as having a special educational need or disability their broad area of need can be categorised into one of the following:

- Cognition and Learning

- Communication and Interaction
- Social, Emotional or Mental Health
- Sensory or physical needs

At Leverton C of E Academy, we recognise that there are some groups of pupils who are more vulnerable and require careful monitoring to ensure any special educational needs are identified promptly and efficiently. These include; looked after children (LAC) and children with English as an additional language (EAL). We seek to take advice from a variety of outside professionals such as the Educational Psychology service to ensure that we identify these needs early and put measures in place to support all our pupils.

Admission Arrangements

The admission arrangements for all pupils 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.

Prior to admission, parents with a child who may have additional needs are encouraged to meet with the SENCO to discuss the provision that may be required to meet the child's needs.

Pupils identified on the schools SEND register will be highlighted in relation to transition to other schools/settings. The Academy works closely with the feeder Secondary Academy to ensure the smooth transition and where necessary additional arrangements are made.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND.

Leverton C of E Academy ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

Leverton C of E Academy also listens to and addresses any concerns raised by parents/carers and children themselves.

Roles and Responsibilities

Governors:

- Ensure the school has a designated SENCO who has completed the National Award for Special Educational Needs Co-ordination (NASENCO)
- Work at a strategic level to ensure that the provision for Special Educational Needs meets the criteria outlined in this policy and the SEND Code of Practice 2015
- Appoint a named SEND governor who will take a lead role in analysing and report how the school implements the policies and procedures

Headteacher: - Miss R Chadwick

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Work closely with the SENCO to ensure the provision for Special Educational Needs is sufficient and meets the needs of pupils identified.

SENCO - Mrs Jennie Bailey

- Our SENCO has Qualified Teacher Status and has obtained the NASENCO award necessary to carry out the role.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- 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.
- Oversee the record keeping of all pupils with SEND

- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

Class Teacher

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 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 study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include name of relevant figures.
- Ensure records for pupils with SEND are kept up to date such as provision maps, pupil targets and intervention records.

Working in partnership with parents/carers

Leverton C of E Academy believes 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 parents evenings, target review meetings with the class teacher and the SENCO. We work with parents and pupils to provide communication on a regular basis that is right for the individual child and family. Where a child has been identified as accessing SEN support reviews will take place half termly to assess and review the provision.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil 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 school's SEND governor may be contacted at any time in relation to SEND matters.

Allocation of resources for pupils with SEND

Schools have an amount identified within their overall budget called the notional SEN budget to be used, along with funding from the whole of its budget, to provide for additional to or different from provision for SEND pupils within the school. Some Pupils with SEND require additional support in addition to this and may be eligible to access additional funding. This additional funding is from a budget which is devolved to and moderated by the Family of Schools (AFN- Additional Needs Funding). The allocation of this is moderated by the SENCO's within the family of schools ensuring that the application matches the criteria for the child's area of need to that of the criteria laid out by Nottinghamshire Local Authority. Those children with the most complex needs must apply for HLN (Higher Level Needs) funding is retained by the local authority through the school SENCO in conjunction with the family SENCO who will then refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources and funding within school are co-ordinated and allocated by the school's Senior Leadership Team (Headteacher and SENCO)

Facilities for pupils with SEND

The school seeks to provide suitable and relevant provision for the needs identified for all pupils. We use a variety of resources available to school to assess, plan and deliver support. The school provides the Local Authority with information about the facilities they offer which is added to their website <http://www.nottshelpyourself.org.uk> which The brings together helpful and useful information for children and young people with special educational needs and disabilities (SEND), from birth to 25 years, and their families.

Graduated Response

Quality First Teaching - High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil 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.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents 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 school.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle (*Graduated Approach*) which enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

1. Assess

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

2. Plan

Planning will involve consultation between the teacher, SENCO 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 pupil, 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.

3. Do

The class 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 pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

4. 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 pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 school but can be requested by a parent. 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 a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school 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 pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

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

At Leverton C of E Academy we will;

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Ensure any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Work alongside the pupil and parents to ensure they are fully informed of the support at every stage.

Inclusion of pupils with SEND

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher, and SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings'. These are an opportunity for professionals to support the school with the needs of pupils, provide advice or offer a support package where needed.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will take place through SEND review meetings with parents and staff.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. We will review the impact of the provision for pupils with SEND through review meetings where the provision maps, targets and progress will be evaluated.

Individual intervention programmes will be assessed regularly by the SENCO to evaluate their effectiveness. Intervention programmes run for approximately 6 weeks. Where a pupil has not progressed in this time and additional support is needed the SENCO will contact the teacher and parents to discuss the next stage with support.

An annual formal evaluation of the effectiveness of the school SEN provision and policy takes place in July each year. The evaluation is carried out by the SENCO and the information is presented to governors in the form of an annual SEN report. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, consultation evenings and feedback from outside agencies. This report is used to help inform school development and improvement planning.

Training and Professional Development

We are committed to keeping all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Some of the ways in which the school access CPD are as follows:

- Training days within the family of schools for the SENCO
- Cluster meetings termly for the SENCO
- Induction training to SEND procedures for new members of staff
- Accessing relevant CPD through the local Authority, SFSS team and teaching school alliances.
- Training delivered on site disseminated via the SENCO

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we allocate funding to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through staff's own professional development targets.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following are some of the services that will be involved as and when is necessary:

- Early Years support service / schools & family support service (SFSS)
- Primary disability service
- Speech and language therapy services - SALT
- Health / medical professionals
- Educational Psychologists
- BPAP - Bassetlaw Primary Behaviour Partnership
- CAMHS - Child and Adolescent Mental Health Service
- Social Care
- Healthy Family Team
- Early Help Unit

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint in line with the Academies complaints policy.