

E21C Trust Primary School

SEND Policy

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The Local Governing Body and staff of the Trust Primary Schools fully recognise the central responsibility it has in ensuring that the special educational needs and disabilities (SEND) of all students are met.

All members of The Local Governing Body and staff (teaching and associate) including volunteers have an active part to play in ensuring this.

Introduction

This policy supports the aim of the Trust Primary Schools to provide a broad and balanced curriculum for all students. Students with particular physical, emotional, behavioural or learning difficulties may require extra support to be made for them in order that they have the opportunity to fulfil their potential. All teachers take account of identified special educational need requirements through differentiated approaches. Provision is made where necessary to support all individuals or groups of students.

The Local Governing Bodies of the Schools are in agreement with the LA admissions criteria which do not discriminate against students with SEND, and its admissions policy has due regard for the guidance in the SEND Code of Practice and the Special Needs and Disability Act.

Aims

- To create an environment that meets the SEND requirements of each student.
- To ensure that the SEND requirements of students are identified, assessed and provided for.
- To enable all students to have full access to the school curriculum.
- To ensure that all students make the best possible progress within their learning.
- To ensure parents are informed of their young person's needs and the strategies being used to support them.
- To develop a partnership between parents, students and the staff, to ensure students reach their potential.

- To continue to develop wider community involvement through multi-agency partnerships in order to benefit students.

Success Criteria

Ultimately the success of providing support to students with SEND will be determined by the progress made by each student.

Progress relates to all aspects of a student's education and development when taking SEND into account. It is essential that students with SEND make the same levels of academic progress as their peers, wherever possible, and this forms an integral part of analysing success.

The success of the policy will be decided, not only on academic performance, but also by looking at the full development of each student including the emotional and social development which each has made during their time at the school.

SEND is seen as being transitory – wherever possible students should be given support to allow them to progress as seamlessly as possible, with the expectation that support in certain cases may be reduced over time where a student is deemed not to require it anymore due to progress made.

Successful strategies are those which make a tangible difference to students in helping them make progress. These will be reviewed annually and amendments will be made where necessary.

Identification, Assessment and Provision

A whole-school approach is adopted regarding SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes and the SEND team oversee the levels of provision and support for students. Every effort is made to ensure that all students with SEND have full access to the schools' Curriculum and are integrated into all aspects of school life.

All teachers, are teachers of SEND and so are responsible for identifying students with SEND. In collaboration with the Curriculum Support team, teachers will work towards ensuring that students requiring different or additional support are identified at an early stage.

Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Appropriate screening and assessment tools are used to ascertain student progress through:

- Records and reports from Nurseries and previous schools.
- Information from parents.
- Evidence obtained by teacher observations and assessments.
- Assessment tools, eg. CAT.
- Performance in National Curriculum tests judged against level descriptions.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum.
- In-class support with a teaching assistant, curriculum support staff or mentor.

- Specific intervention based on assessment of individual need.
- Support or directed advice from specialists within class or as part of a withdrawal programme.
- Mentoring

English as an Additional Language (EAL)

Teachers will closely follow students' progress across the curriculum to ascertain whether any problems arise from an uncertain command of English. It will be necessary to assess their proficiency before planning any additional support.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support and is the primary responsibility of teachers.

Progress:

- narrows the attainment gap between the student and their peers;
- prevents the attainment gap widening;
- is equivalent to that of peers starting from the same baseline;
- equals or improves the student's previous rate of progress;
- ensures full curricular access;
- shows an improvement in self-help, social or personal skills;
- shows improvements in the student's behaviour;
- leads to further education, training and/or employment.

Where teachers decide that a student's progress is unsatisfactory, they will consult with the Curriculum Support team to consider and review the approaches adopted, strategies used and methods that might be developed and evaluate requirement for further support.

Where additional support, to that given in class, is necessary a student may be categorised as requiring SEN support. Where concerns remain, despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The school will record the steps taken to meet students' individual needs. The SEND team will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- information from previous schools if relevant;
- information from parents when appropriate;
- data on assessments, levels, progress and behaviour;
- successful strategies and review of interventions
- student's own perceptions of difficulties if applicable;
- information from Health/Social Services;
- Information from other external agencies such as the Educational Psychology Service, Learning and Behaviour Support Service.

Staff can access SEND student information and advice through the SEND Team.

SEND Support

Students identified as requiring SEND support are provided with interventions that are different from, or additional to, the normal differentiated curriculum. SEND intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- make little or no progress;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering individualised programmes. Parents will be informed of the action and results.

Interventions

The SENCo in collaboration with the teacher will decide the action required to help a student progress. Examples of such actions are found in the Schools' Local Offer.

Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a student of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

If used, external support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. These may be implemented by the subject and pastoral teachers but involve other adults. Where appropriate, the school may request direct intervention/support from a specialist/teacher.

Request for an Education, Health and Care (EHC) Assessment and PRA

The school will request an EHC Assessment from the LA when, despite an individualised programme of sustained intervention with SEND support, the student remains a significant cause for concern. An EHC Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- the action followed with respect to the support put in place so far;
- the student's Support Plan;
- records and outcomes of regular reviews undertaken;
- information on the student's health and relevant medical history;
- literacy/numeracy attainments;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of both parents where appropriate;
- where possible, the views of the student;
- involvement by the social services/educational welfare advice;
- any other involvement by professionals such as Occupational Therapy, school psychologist, Child and Family Consultant Service etc.

Statutory Assessment of Special Educational Needs

An EHC plan will include:

- Information about the young person
- Information about how the young person prefers to communicate
- Details on the support needed
- Information about what the young person wants to achieve

Student Profile

Strategies for progress will be recorded in a student profile containing information on:

- Short term targets
- Provision being made
- The success and, or exit criteria
- Aspirations
- Advice to staff.

The student profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the student's needs. The profile will be discussed with the student and the parent.

Student profiles will be reviewed at least twice yearly, one of them coinciding with an annual review day. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

SpeLD Provision

The SpeLD Provision provides a multi-sensory support to the learning experience of students with a Statement of Specific Learning Difficulties, appointed by the Bromley Inclusion Support Service. This department is managed by the Head of SPELD.

Students with Behavioural Needs

Students with a statement of SEND referring to behavioural needs will be carefully supported utilising the schools' behaviour for learning policy alongside other strategies to support students with a statement.

External Support Services

The school may seek advice from specialist advisory teaching services for students with sensory impairment or physical difficulties. The speech and language therapist may be

asked for contributions to the reviews of students with significant speech and language difficulties.

Reviews of Statements or EHC Plans

Statements and EHC plans are reviewed annually. The Curriculum Support team will organise these reviews and invite:

- the student's parent or carer;
- the student if appropriate;
- any relevant teachers;
- the Curriculum Support teacher;
- a representative of the LA;
- any other person the LA considers appropriate;
- Any other person the Headteacher considers appropriate.
- The aim of the review will be to:
 - assess the student's progress in relation to their individual targets;
 - review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
 - consider the appropriateness of the existing Statement or EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it;
 - Set new targets for the coming year.

With due regard for the time limits set out in the Code, the Curriculum Support Team will arrange for a written report of the annual review meeting with any supporting documentation, to be sent to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND or EHC Plan.

The School recognises that where a student with a Statement of SEND continues to attend after compulsory education, the LA may decide to maintain the Statement or EHC Plan. EHC plans can continue until a young person reaches 25 years of age.

For students who have statements of SEND or EHC Plans, in addition to the review of 'Student Profiles', their progress and the support outlined in their statement will be reviewed annually and a report provided for the LA.

Transition plans for students with Statements or EHC Plans (and other students with SEND who may benefit from transition planning) are done when students move to another school. Their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000. The SEND coordinators will liaise with school and colleges to make transition a positive experience.

Complaint Procedure

The schools' complaint procedures are set out in the school prospectus.

The student's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.