



# SEND Policy

September 2020

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# 1. DOCUMENT CONTROL

## Who is this policy for?

This policy is for:

- Serlby Park Academy Staff

## Protective marking

Not protectively marked.

## Review date

This policy will next be reviewed before the end of December 2021.

## Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	Jan 2021	Policy issued.	Louise Musson

## 2. SEND POLICY

Main Contact details and Policy key dates: Principal: Miss P Robinson

SEND Co-ordinator: Mrs L Musson

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The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

This policy outlines Serlby Park Academy's pledge and expectations for the provision of special educational needs and disability in our academy. It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability Procedure in their academy information report (local offer) to accompany this policy.

The school will use its best endeavours to ensure that students with SEN are included in every aspect of school life. This policy is for staff, parents/carers, students and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the school to provide. Our SEND Information Report is also available on the school website. Serlby Park Academy is a mainstream 3 – 16 school. New legislation relating to special educational needs and disabilities came into force on 1/9/14 (SEND Code of Practice). This policy has been written to reflect this guidance and will be reviewed yearly.

### 3. SCHOOL VALUES

At Serlby Park Academy, we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. To this end we provide a learning experience which gives every student the opportunity to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

- We celebrate our students' strengths, interests and individuality.
- We have high expectations and aspirations daily for all our students.
- We work positively and proactively with parents/carers and others involved.
- All our students are entitled to a broad, balanced and relevant education and to feel secure, safe and valued.
- All students are encouraged to participate in the life of our school.
- All our teachers are teachers of students with SEND and are responsible for their progress and development.

### 4. AIMS

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability Code of Practice*.

Our aims are:

- To provide all students with the opportunity to fulfil their potential.
- To ensure that individual differences are recognised within classes and catered for appropriately.
- To ensure the match between teaching styles, curriculum materials, expected learning outcomes and student ability is fulfilled.
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources.
- To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment.
- To ensure that all pupils are enabled to enjoy their time at Serlby Park Academy.
- To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum.
- To ensure that pupils with SEND, where there may be vulnerability, are kept safe at all times and are enabled to integrate as fully as possible in the school environment.

## 5. OBJECTIVES

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular information on their child's progress, and providing information on the provisions for pupils within the school as a whole, the effectiveness of the SEND policy and the school's SEND work.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. *membership of the School Council*].

## 6. DEFINITIONS OF SEND

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

***has a significantly greater difficulty in learning than the majority of others the same age, or,***

***has a disability which prevents or hinders them from making use of facilities of a kind generally***

***provided for others of the same age in mainstream schools”.***

The Equality Act 2010 covers students who have a disability, but do not have SEN support.

Some students may have a medical condition but Individual Healthcare Plans; these students may not have SEN support.

Pupils are not regarded as having special educational needs solely because the language of their home is different from the language in which they will be taught.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Students may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated quality first teaching and all relevant and purposeful interventions and strategies being in place.

## 7. TYPES OF SEN

The Academy caters for a wide range of special educational needs including cognition and learning needs, social, emotional and mental health difficulties, communication and interaction needs and sensory/physical needs.

- **Communication and Interaction (C and I)**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with a diagnosis under the Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. ASD can be diagnosed from the age of three, although a diagnosis can be made after.

- **Cognition and Learning (C and L)**

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including: Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SEMH)**

Students and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).



## • Sensory and/or physical needs

Some students and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi- sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Students and young people with an MSI have a combination of vision and hearing difficulties.

Some students and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## 8. DIFFICULTIES NOT RELATED TO SEN:

Some students in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties solely as a result of learning English as an additional language are not SEN. We assess all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Student
- Being a child of a Serviceman/woman

## 9. DISABILITY

The definition of disability under the Equality Act 2010 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'.

This definition provides a relatively low threshold and includes more students than may be expected:

'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. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a disabled student or young person requires special educational provision, they will also be covered by the SEN definition.

## 10. THE ROLE OF THE SENCO

The SENCO is Mrs L Musson who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND policy.
- Providing information and advice to staff (supporting and liaising with them).
- Working alongside staff to assist them in identifying, assessing and planning for students' needs.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Liaising with parents.
- Maintaining files and records of students with SEN.
- Coordinating the range of support available to students with special educational needs.

## 11. IDENTIFICATION

The school regularly collects data from all subject teachers to identify students' progress towards outcomes. The SENCO uses this data to identify and review progress of students who are identified as having a special educational need, this information will then inform Annual Review and SEN Support plan discussions. The school will also consider the following possible indicators of SEN when reviewing the progress of all students (as recommended by the Code of Practice);

- Progress which is significantly slower than that of their peers starting from the same baseline.

- Progress which fails to match or better the student's previous rate of progress.
- Progress which fails to close the attainment gap between the student and their peers.
- Progress which widens the attainment gap.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether or not the students would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

The school uses reading age data to identify students who may require reading intervention. The school also has access to dyslexia screening programmes. If the SENCO believes that a referral to the Specialist Services Team may be necessary then parental consent will be sought.

## 12. GRADUATED APPROACH

General provision for all students using core school funding;

- All students will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Students who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be students with SEN.

## 13. EXAMPLES OF CURRICULUM ACCESS AND PROVISION

Where students are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual students.

The school provides extensive literacy intervention to enable students to reach their chronological age and improve their access to the curriculum. If a student is identified as requiring this type of intervention then parents will be informed in writing.

The Students and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per student on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will

deploy a minimum of £6,000 per student per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

If we feel that a student would benefit from being placed on the SEND Register as being in receipt of 'SEN Support', parents will be notified and will be invited to an initial SEN Support meeting. Any agencies currently involved with the student will also be invited to the meeting. The initial meeting will discuss and agree what provision needs to be in place to meet the students' needs and it will also identify any needs which may need to be met by other agencies, and decisions to refer to outside agencies/services may be made at this point.

The support plan will be written after the initial meeting to reflect parental views and to provide an accurate record of the discussion held at the meeting. Parents will be invited to two further review meetings throughout the academic year.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the relevant information will be added to the pupil's file. 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 to enable 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 that are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess** - This involves clearly analysing the pupil's needs using the class/subject 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 be considered. Any parental concerns will be noted and compared with the school's information that will comprise of assessment data, and how the learner is progressing in the first instance.

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.

**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.

**Do** - The class/subject 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 /subject teacher. They will work closely with learning support 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.

**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/subject 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.

If insufficient progress is still evident after this cycle the SENCO may refer to Bassetlaw Springboard and request specialist support.

Where the student's class teacher, SENCO and parent agree that the student has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the student would no longer be recorded as being in receipt of SEN Support.

## **14. STATEMENT OF SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH AND CARE PLAN**

Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students in receipt of SEN Support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by a parent in Nottinghamshire. 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 EHC plan 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 the panel at the Local Authority 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.

## **15. MANAGEMENT OF SEND WITHIN OUR SCHOOL**

The Principal and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to Principal and the Governor with responsibility for SEN on the ongoing effectiveness of this policy.

## **16. LEARNING MENTORS/TEACHING ASSISTANTS**

- Learning Mentors and Teaching Assistants are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO.
- They can be part of a package of support for the individual student but would never be a substitute for the teacher's involvement with that student.

## **17. PARTNERSHIP WITH PARENTS/CARERS**

Our school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting students and their parents.
- Giving parents and carers opportunities to play an active and valued role in their student's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they feel their student may be having or other needs their student may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the student's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their student.
- Agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of sources of information, advice and support.
- Producing a SEN Information Report that will be published on the school website.

## **18. INVOLVEMENT OF STUDENTS**

Young people will be encouraged to share their views through a one-page profile system. This will be shared with teaching staff (in conjunction with the SEN Support plan). The school will use its best endeavours to ensure that a young person's views, wishes and feelings are considered at all times.

## 19. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Some students in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

## 20. EFFECTIVE TRANSITION TO SECONDARY

In some cases, the school will be aware that a student has special educational needs before the student arrives in year 7. The SENCO will work closely with primary schools.

- For all students, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which students are due to change school, transition meetings and class transition days for all students are held and arrangements discussed. For students with SEN this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all students.
- When students are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all students with an Education Health and Care Plans at their statutory Annual Reviews.
- For students with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the students at their feeder school if invited.

## 21. ADMISSION ARRANGEMENTS

No student will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision.



## **22. COMPLAINTS**

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the SENCO, then, if unresolved, by the Principal. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

## **23. LINKS WITH OTHER SERVICES**

Requesting an EHCP referral form:

<https://ehchub.nottinghamshire.gov.uk/requesting-an-assessment>