



Special Educational Needs and Disability Policy

2017/18

Policy reviewed by Academy Transformation Trust on	Mar 17
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This policy links to:	
<ul style="list-style-type: none">• Special Educational Needs and Disabilities Procedure• SEND Information Report (Local Offer)• Admissions Policy• Equalities Policy• Health and Safety Policy	

REVIEW DATE: Mar 2018



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.



Pool Hayes Academy

Information relating to the SEND Policy

The SEND Link Governor is: Sue Hayward

The SENCo is: Tom Harris

Introduction

From September 1st 2014 until September 2018 transitional arrangements will be in place to support changeover from the current system to the new system in an orderly way. These arrangements will set out the elements of the SEN Code of Practice (2001) and section 139A Learning Difficulty Assessment Statutory Guidance (2013) which will remain in force during the transition period.

This policy relates directly to the Special Educational Needs Code of Practice 2014, The Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

Specific responsibilities include:

Policy determination	Governors and Principal
Establishment of appropriate staffing	Governors and Principal
Monitoring work on SEND and holding staff to account for the progress of SEND pupils	Governors and Principal
Day to day management	Principal (keeping Governors informed)
Day to day operation	SENCO
Reporting on policy	Governors

Each academy is required to have a personalised Special Education Needs and Disability Procedure and information report (local offer) to accompany this policy.

The Trust's Vision

Our vision is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Special Educational Needs and Disability Code of Practice: 0 – 25 years 2014

The Code of Practice 2014 states:

- “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others the same age
 - or
 - b) has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream school, mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) and b) above or would so do if special educational provision was not made for them.” (Clause 20 Children and Families Bill).

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1 Aims

- 1.1 It is the aim of The Trust to provide every pupil with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout The Trust (for more information see our Equalities Policy). All pupils should be fully included into the life and curriculum of our academies communities.

2 Objectives

- All of our pupils have an entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential
- Each of our academies will offer a rich and varied curriculum that will be accessible to all abilities and needs
- Academies will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs
- To identify pupils with a special educational need or disability as early as possible and ensure their needs are met/supported
- To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training.

3 Admissions

- 3.1 The Trust supports the guidance as set out in the admissions arrangements for all of our academies.

4 Roles and responsibilities

- 4.1 The Trust expects the Principal to:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment (ring fencing notional budget)
- Compile the academy information report (local offer) and SEND Procedure to be published on the academy website
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Monitor data analysis and report back to Governors
- Ensure that the SENCo is a member of the senior leadership team or has direct line management to the leadership team.

- 4.2 The Trust expects Governors to:

- Have regard for the Code of Practice in all decisions
- Appoint the person responsible for the special needs (SENCo) and ensure the SENCo has sufficient time to carry out the strategic role
- Support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register

- Agree the academy's offer for pupils with special educational needs and disability (to be published on the academy website)
- Have in place arrangements for dealing with complaints from parents with SEND pupils.

4.3 The Trust expects the SENCo to:

- Ensure a consistent whole school approach to special needs
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements
- Support all staff in the identification, assessment, planning and evaluation process
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and Governors at least termly)
- Seek advice and support from other agencies
- Map out interventions to include their impact on standards and the cost of each intervention.
- Attend and participate in Trust-wide events to ensure consistent approach and up-to-date knowledge.


4.4 The Trust expects teachers to:

- Take responsibility for the needs of all the pupils. "A teacher is a teacher of all pupils"
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Plan for the needs of all pupils
- Meet half termly with leaders to monitor the progress of vulnerable pupils and act upon the findings to close the gaps in learning
- Lead reviews of progress including consulting and planning with parents (liaising with the SENCo).

4.5 The Trust expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher
- Fulfill their obligations under home-academy agreement which sets out expectations of all parties.

5 Identification of SEND

SEN	SEN+ (for data purposes only)	EHCP/ST
 GRADUATED RESPONSE		
Identification		
<p>Despite high quality teaching targeted at areas of weakness-</p> <ul style="list-style-type: none"> The pupil is failing to make progress similar to that of their peers starting from the same baseline. Progress is lower than made previously. The attainment gap is not closing between the child and their peers. 	<p>When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.</p>	<p>A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an assessment) This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists</p>
Assessment and next steps		
<p>Class teacher and SENCo should assess whether the child has a significant learning difficulty. A decision is made to support the child, the support should be agreed by parent and child. The views of parents and child should be considered. Support is revisited, refined and revised often. There will be frequent reviews, (at least termly). In some cases outside professionals may be involved.</p>	<p>A school should always involve a specialist where a child continues to make little or no progress over a sustained period. Parents should be involved at every opportunity, particularly when involving specialists.</p>	<p>A request is made to the local authority for an assessment to take place.</p>
<ul style="list-style-type: none"> Where a pupil is receiving SEN support, schools should meet with parents at least termly to set clear goals, discuss the activities and support that will achieve them. Meetings should be led by a teacher with good knowledge of the child or young person. This will usually be class teacher or form teacher, supported by the SENCo. Parents views should be explored. Views of child should be considered. Following the meeting the teacher is responsible for informing all appropriate school staff and updating school records. 		

6 Referral for an Education, Health and Care Plan

- 6.1 The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or other provider. EHC plans must:
- Be focused on the outcomes the child or young person seek to achieve across education, health and care
 - Set out how services will work together to meet the child's or young person's needs
 - Be based on a coordinated assessment and planning process which puts the child and young person and their parents at the center of decision making.

7 Allocation of Resources and Evaluation

- 7.1 Resources are allocated using the feedback from staff, parents and the pupil. The impact of the resources, whatever they might be is reviewed often and adjusted, changed as necessary. The cost of these resources is recorded.
- 7.2 A provision map shows historical and current assessment information and a record of any interventions and the impact of these.