



Special Educational Needs and Disability Policy

The policy should be read in conjunction with the Special Education Needs School Report and Local Offer, together with other school policies. As an Academy we recognise our duties under the SEND Code of Practice 2015, alongside the necessity to provide reasonable adjustments to make sure disabled students are not discriminated against under the Equality Act 2010.

Definition of Special Educational Needs and Disability

Children have special educational needs if they have a difficulty accessing Learning; which calls for special educational provision to be made for them.

A disability is defined under the Equality Act 2010; as 'a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

A special educational need may be in one or more of the four categories identified in the DfE, Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age in Academies within the area of the local authority

Special education provision means:

- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Academies maintained by the LA (other than special schools) in the area

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

(para 6.1 Code of Practice, 2015)

Aims and Objectives

Respecting the uniqueness of each child, including those with special educational and additional needs, we aim to provide:

- an interesting and challenging environment where all children are valued and respected for who they are and the contributions they make
- a commitment to all children being supported, encouraged, and enabled to develop their full potential
- positive relationships which build on learning opportunities where adults and children work together, to co-construct meaning
- for all children to feel safe and secure in a setting which is stimulating and enjoyable, and allows them to develop – academically, creatively, socially and spiritually
- a broad, balanced and differentiated curriculum, which takes into account children’s experiences, interests and motivations
- access to the outdoors; allowing the freedom to move in a safe, therapeutic, and stimulating environment which supports sensory sensitivities, vestibular and proprioceptive development
- an effective and developmentally appropriate form of record keeping system for all pupils with special educational needs
- appropriate in-service training, keeping teachers, support staff and governors informed of individual pupils needs

Roles and Responsibilities

As an Academy we have a responsibility for implementing the requirements of the Code of Practice.

Responsibilities of the Governing Body : named Governor – Mrs. W Lightfoot;

- determining the Academy’s general policy and approach to provision for children with SEND
- establishing appropriate staffing and funding arrangements
- appointing a governor with special responsibility for SEND to monitor closely the Academy’s work on behalf of SEND
- ensure that the SEND policy is available for inspection by parents

Responsibilities of the Head Teacher : Mrs R Whiteside;

- managing all aspects of the Academy’s work, including provision for those children with SEND
- keeping the Governing Body fully informed
- working closely with the Academy’s Special Educational Needs Co-ordinators (SENDCO’s)

Responsibilities of the SENDCO :

- co-ordinating provision for those children with SEND in line with the Academy’s SEND policy

- ensuring liaison with parents and other professionals in respect of children with SEND
- advising and supporting all staff within the Academy setting, including signposting staff to appropriate CPD
- ensuring that appropriate recording and assessment of provision and its impact is in place
- ensuring that relevant background information about children with SEND is collected, recorded and updated

Responsibilities of teaching staff:

Teachers are responsible and accountable for the progress and development of pupils in their class, (para 6.36, Code of Practice 2015). Teachers have a responsibility to:

- maintain day-to-day recording and assessment for pupils with SEND
- be fully aware of the Academy's procedures for identifying, assessing and making provision for pupils with SEND
- be involved in the development and implementation of the Academy's SEND policy

Responsibilities of support staff:

- liaise/plan with teachers and SENDCO for the provision of pupils with SEND
- report on provision and progression of pupils

Role of parents:

It is an expectation that parents will be willing to work in partnership with the Academy to support their children, in particular by;

- liaising with key staff including the SENDCO and class teacher as appropriate
- attending termly reviews and contributing to the evaluation and target setting for their children, as part of their Child Centred Support Plan (CCSP)
- attending annual reviews and contributing to the evaluation and target setting for their children, as part of their Education, Health and Care Plan (EHCP)

Role of the pupil:

At Barnes Infant Academy we endeavour to seek the 'pupil' voice of children with SEND. We support them in evaluating their provision and contributing to setting targets for improvement.

Procedures

Admission Arrangements:

- we welcome all children to our Academy and endeavour to ensure that appropriate provision is in place to cater for their needs

- all children with SEND play a full part in the daily life of the Academy and all are encouraged to join in all activities; If additional provision is needed this will be through working in partnership with parents and other agencies
- pupils with EHCP's are admitted into Academy and are fully integrated; unless it would be incompatible with the effective education of other children and there are no reasonable steps that can be taken to prevent the incompatibility

SEND Funding

Money is delegated directly to the Academy to help meet the needs of children with Special Educational Needs through element 1 and 2 of the notional SEND budget element of the funding allocation. Additional funding may also be granted to the Academy through the top up or high needs fund which is based on the needs of the child identified through the Ranges Document. The Academy may also apply for funding through the Early Years Inclusion Fund (for 2, 3 and 4-year-old children who live in Sunderland and who have special educational needs and/or a disability) or the Disability Access Fund (for children who are in receipt of Disability Living Allowance).

Professional Development of Staff

Appropriate training opportunities will also be provided by the Academy. In addition all staff will be encouraged to identify their own training and development needs in relation to SEND. These could be identified through discussion with the CPD Co-ordinator or as part of the performance management process.

Identification

We are committed to the early identification and intervention of children who may have SEND. The class teacher will work closely with the parents/carer to identify areas of concern and the Academy will begin the process of gathering information and trying out intervention strategies.

Other ways to identify children include:

- use of the SEND Ranges
- use of formative assessment and observations
- results of Baseline Assessments (Development Matters data.)
- SAT's (Standard Attainment Tasks) and internal tracking procedures
- Teacher Assessment Frameworks (TAF) at the end of Key Stage 1 – including Pre Key Stage 1: pupils working below the national curriculum assessment standard for those who are identified as having an SEND within the cognition and learning category
- The engagement model for children working below Key Stage 1 assessment standard
- teaching observations made by external support agencies and recommendations from Academy staff
- cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies

At this stage the class teacher will:

- discuss their concerns with the SENDCO and review strategies already being used to teach the child
- consult the child's parents for further information
- identify specific concerns and collect relevant evidence to support these (complete a monitoring form; to record concerns, observations and any individual assessments)
- monitor the child's progress closely, differentiating work when appropriate
- review the child's progress in conjunction with parents and SENDCO at regular intervals following an agreed period of time (usually termly)

The Code of Practice identifies a single SEND Support category. SEND Support sets out a four part cycle known as the graduated approach through which earlier decisions and actions are revisited, refined and revised. This supports staff within school, to understand the child's needs and in turn supports the child in making good progress and securing outcomes. The four stages of the cycle are as follows;

- Assess
- Plan
- Do
- Review

Teachers continually assess, plan, implement and review their approach to all children; however when a potential special educational need has been identified the process is further personalised - in order to understand the barriers and implement effective provision. This provision would be recorded in the form of a Child Centred Support Plan (CCSP).

1. ASSESS

If a teacher identifies a child who may have SEND, they would use the 'assess' stage to gain a growing understanding of the pupil's needs. When a pupil may have SEND and is not making expected progress, despite quality first, appropriately differentiated teaching, teachers may draw upon (as suggested in the CoP 2015); pupil progress, attainment, behaviour, development in comparison to peers, parent and pupil voice, and advice from external support services in order to identify the precise gaps in the child's learning and development and / or to clarify any barriers to learning.

The teacher may then use the assessments to inform adjustments to day to day teaching or to target interventions.

2. PLAN

Once a teacher has identified a child who may have SEND, the 'plan' stage of the graduated approach helps teachers to gain a growing understanding of the teaching strategies which are most appropriate to the individual. For pupils requiring SEND support, teachers must consider high quality teaching

which is differentiated for all pupils and targeted provision. During this stage, teachers can reflect upon their assessment and consider the child's strengths, areas of need and barriers or gaps in learning.

In order to provide SEND support, teachers will create a Child Centred Support Plan; which will map provision and set out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENDCO and parents/carers and involves them in the agreement of targeted provision, with outcomes and review points. These are shared with the child and the parent and reviewed each term.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

3. DO

The SEND Code of Practice 2015 (para 6.49) states that 'All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.'

When implementing the planned adjustments and targeted provision outlined in the Child Centred Support Plan; teachers will work closely with support staff and other specialist staff in order to plan and assess the impact of targeted interventions. Staff reflect upon and discuss the day to day development of the ways in which the child is working and refine and respond provision and teaching accordingly.

4. REVIEW

During this stage, teachers can reflect upon the strategies used in order to gain a growing understanding of the approaches which secure the best outcomes for the child. Teachers review Child Centred Support Plans termly, in order to evaluate the success of day to day teaching and targeted provision on pupils progress and development. Teachers will determine whether children have exceeded, met, or continue to work towards the targets which were previously identified. The outcomes of these formal reviews directly feed into the next planning phase of the graduated approach. Teachers can however, review outcomes more regularly if and when it is necessary to adapt approaches or provision.

Outside Agencies

If adequate progress is not made after a substantial period of review, the teacher in consultation with the parent/carers and SENDCO, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychology service may be involved with the child.

Education Health Care Assessment Plan (EHCP)

Where intervention programmes and involvement of outside agencies have failed to produce appropriate progress the Academy will consider referral to the Local Authority (LA) for an Education, Health and Care Plan (EHCP). The

Academy will follow the LA procedures as outlined in the Local Offer: SEND Pathway for Children.

The SENDCO, in consultation with the Headteacher will coordinate the collection of the paperwork required for the procedure.

Where the LA agrees to initiate the EHCP procedure, the SENDCO will provide the LA with all relevant information. The SENDCO or a member of the Senior Management Team will attend any formal meetings pertaining to the EHCP assessment of a child. The SENDCO, together with the Headteacher will ensure the EHCP is put into practice and reviewed at least once a year.

The purpose of an EHC plan is to make special educational provision:

- To meet the special educational needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Where a request for this is made by the school to a LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- Child Centred Support Plans for the pupil (CCSPs)
- Evidence relating to the Together for Children SEND Ranges Document
- Records / meeting minutes of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- levels of attainment/achievement in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service
- views of the parents and of the child

EHC Assessment of Special Educational Needs and Disability

This assessment involves consideration by the Local Authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHC assessment of the child's SEND is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that;

- the child's learning difficulties have not responded to relevant and purposeful measures taken by the school
- progress is not being made even with external specialists
- the child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools

In this case the LA will consider the case for an EHC assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's SEN need requires the LA to determine the child's provision through an Education Health and Care Plan.

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school Support Plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

Annual Review of EHCP

All EHCP must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Assessment of SEND pupils

The regular and robust assessment of SEND children assists teaching staff in the consideration of the level of support which is needed and the identification of clear targets for Child Centred Support Plans.

The SEND Ranges Document provided by Together for Children will be used to assess and identify which descriptor best matches a child with a SEND and put into place appropriate support. The ranges document describes the needs of the child and provides suggestions for the types of interventions that will be required. Quality First Teaching will provide a firm basis upon which to

use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the ranges increase.

The SEND guidance descriptor information within the ranges document enables teachers to consider how the individual profile of the child affects their access to our curriculum and setting. These statements support a decision about whether a child is mildly, moderately, severely or profoundly affected by their SEND and allow teachers to review the level of support that is needed. This would then be evidenced through interventions and provision maps outlined in the Child Centred Support Plan (CCSP). This will be checked by teaching staff half termly and reviewed termly alongside parents.

Pupils with SEND needs are also assessed termly using Development Matters throughout EYFS and the Teacher Assessment Frameworks at the end of Key Stage 1. Additionally, the engagement model is used for any children who work below national curriculum levels.

Monitoring

Evaluating the effectiveness of SEND procedures is ensured through:

- tracking systems – monitoring academic, social and emotional progress of pupils with special educational needs via half-termly pupil progress meetings, use of assessment, SAT's and the ranges
- challenge meetings to determine the effectiveness of intervention and support
- meetings with teachers and support staff to review progress and provision for pupils with SEND
- reviewing differentiated provision in short and medium-term plans
- following advice from outside agencies e.g. Educational Psychologist, SALT (Speech and Language Therapy) or the Autism Outreach Team (AoT)
- discussion with the Governing Body and curriculum co-ordinators
- up-dating provision/procedures in line with the DfE (Department for Education) and Government guidelines and requirements
- SENDCO observing lessons for differentiation and appropriate provision
- SENDCO reviewing impact of CCSPs, content of SEND files and quality of provision and teaching strategies alongside the ranges document
- SENDCO reporting findings and actions undertaken to Head teacher and Governors

Complaints/ SEND Tribunals

If parents / carers are unhappy with a Local Authority decision; Barnardo's offer a Special Educational Needs and Disability (SEND) Mediation Service within Sunderland as a means to resolve a disagreement with a Local

Authority. This is a free, informal, confidential and voluntary process supported by an independent facilitator (mediator). The Local Authority must however attend if requested. It is essential that the parent / carer contact the mediation service within two months of the local authority decision letter. The mediator will arrange a meeting within 30 days of the request. Following mediation a certificate will be issued within three days. If parents / carers are unhappy with the outcome they then have the right to lodge an appeal with tribunal to challenge this. This must be within one month of the tribunal certificate being issued. It is not necessary to seek mediation if the sole concern is linked to the school (or no school) being named on the plan, or in cases of disability discrimination. If mediation resolves the educational issues, parents / carers will not be able to appeal to the Tribunal on any health and / or social care aspects of the EHCP. Mediation provides an opportunity to resolve disagreements, often more quickly than an appeal. It does not however affect your right to make an educational appeal and some aspects of the disagreement can go to appeal even when other aspects are resolved.

If parents / carers are unhappy with a Local Authority decision not to issue an EHCP, or if you are unhappy with the content or placement within the plan, you have the right to make an appeal to a first tier SEND tribunal without accessing mediation. This process allows parents / carers to share their educational concerns and to request recommendations about health and social care provision during the same discussion. If the SEND Tribunal makes a recommendation about health or social care elements of an EHCP, they are generally followed however they are not legally binding. If they are not followed, the reasons for this must be set out in writing to you and the Department for Education through the Evaluators. If these procedures are not followed you can complain to the Local Government and Social Care Ombudsman (LSCGO) or the Parliamentary Health Service Ombudsman (PHSO) or seek to have the decision judicially reviewed.

Parents/ carers can also follow alternative complaints procedures, including accessing advice about these routes through Sunderland SEND Information, Advice and Support (SENDIASS). This service has a duty to provide information, advice and support to young people with SEND needs and / or their parents. They are free, impartial and confidential, they can offer support and advice linked to many SEND processes including: EHC planning and assessments, support with form filling or letter writing, signposting to local or national sources of information and support in resolving disagreements.

Review

- The SEND policy is subject to a regular yearly cycle of monitoring, evaluation and updating, where it is reviewed by staff and governors and amended if necessary so as to continue to reflect best practice.

Persons responsible for SEND: Mrs R Whiteside, Headteacher and Miss C Robinson and Mrs K Fucile, SENDCO's
Governor responsible for SEND: Mrs W. Lightfoot