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Policy for

**SEND**

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Prepared by:	Adopted by Board of Directors	Signed	Renewal Date (3 year cycle)
		----- Chair of Board of Directors	

## **Glossary:**

SFP . School / Academy Focus Plan

EHCP . Education Health Care Plan

IHCP . Individual Health Care Plan

## **Special Educational Needs and/or Disability Policy (SEND)**

### Definitions - Code of Practice 2014

± 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. ±

## **OVERVIEW - Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the Academy as a whole. In addition to the LGB, the Principal and the Special Educational Needs Coordinator this policy applies to all other members of staff, both teaching and support staff in their day-to-day responsibilities.

## **OBJECTIVES - all teachers are teachers of children with special educational needs.**

To ensure the early identification of pupils requiring additional provision in order to ensure that needs are met.

To ensure that all pupils have access to a broad and balance curriculum and to ensure that the curriculum is differentiated to meet each child's individual requirements.

To use our best endeavours to ensure that SEND pupils progress and achieve to the best of their ability.

To develop high levels of engagement with parents.

To ensure that all staff are confident in working with pupils with additional needs.

To ensure that SEND pupils have the opportunity to take part in the full range of Academy activities - with reasonable adjustments made where needed.

To promote effective partnership with outside agencies where appropriate.

To ensure that SEND pupils are involved in decisions affecting their future SEND provision.

To incorporate new technologies to best support children with SEND.

## **Graduated approach**

### **Step 1 - Quality First Teaching:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support and/or interventions from teaching assistants and other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

### **Step 2 - Short term interventions:**

Pupil progress is carefully monitored using a range of high quality and accurate assessments, using effective tools and early assessment materials. Short term interventions are offered to pupils who are not making expected progress.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential.

Where it is decided that a pupil does have SEND, the decision should be recorded on the Academy SEN register and the pupil's parents **must** be formally informed that special educational provision is being made.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching.

### **Step 3 - Academy Focused Support**

Where children fail to make expected progress or sustained improvements after support as outlined in Step 2 we will take the necessary steps to ascertain whether this is the result of a Special Educational Need. Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them*.

#### **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 that prevents or 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.

- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.+(Code of Practice September 2014)

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or physical.

These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.

Once a potential special educational need is identified, four types of action are taken to put effective support in place;

1. Assess:
2. Plan:
3. Do:
4. Review.

Specialist Services and Outside Agencies may be called upon to provide advice, recommendations and/or specific programmes.

Where a pupil is receiving Additional Academy Focused SEN Support, we will ensure that appropriate staff identify specific outcomes, set goals, discuss the activities and support that will help the pupil to achieve them and review progress regularly.

Some pupils may receive a School Focused Plan (SFP) which will identify desired outcomes for the learner informed by parent and pupil voice and professional working with the pupil. It will include details of the strategies/interventions to support the achieving of these outcomes. This plan will be reviewed termly with the SENCo, class teacher, parent and pupil.

#### STEP 4: Education Health and Care plans ( EHCP) /Statements.

In accordance with the Local Authority's timeline, Statements will be reviewed and where appropriate will be converted to Education Health and Care plans over the next three years. In the meantime objectives outlined on pupils Statements of SEN will be closely adhered to by the Academy and will be reviewed annually.

EHCPs will be reviewed at least annually by Academy staff in conjunction with parents and specialist agencies, and this will be co-ordinated by the SENCO. Each and every EHCP intervention will be benchmarked, undertaken and

evaluated alongside the Academy Tracking System, and the Academy SENCO and Senior Leadership team will monitor and evaluate the use of any additional funding associated with these plans.

### **Monitoring**

The individual progress of pupils with SEND will be monitored by the class teacher supported by the SENCO and the Senior Leadership Team using the Academy tracking system.

A full report on the progress of children will be presented to the LGB once per year and the identified SEND Governor will be actively involved in relation to pupil progress and provision with both the SENCO and Head-teacher/Senior Leadership team.

The SEND Policy and Academy Information Report will be reviewed annually.

### **Admissions**

At The Aspire Educational Trust we will;

- Treat all applications equally and we will not discriminate against pupils with SEND.
- Admit pupils with SEND but who do not have an Education Health Care Plan/ Statement.
- Not refuse admission to children with special educational needs wherever we can provide the necessary support.