



Special Educational Needs and Disability (SEND) Policy

Date Approved by Academy Committee: 07.02.2019

Introduction

The purpose of this policy is to demonstrate how education settings within the Thomas Deacon Education Trust (TDET) meet its statutory responsibilities. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE, May 2014
- SEND Code of Practice 0-25, January 2015
- Part 3, Children and Families Act 2014
- The Special Education Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions. April 2014
- Teacher Standards 2012
- Peterborough City Council. Decoding the School Census: SEN Provision and Type 2019.

This policy was created by TDET SEND Lead in collaboration with each of the TDET academy SENDCos and in liaison with senior leaders.

This policy will be reviewed annually and will be monitored for impact through each of the academy's self-evaluation processes, academy development plan and student and parent feedback.

Across TDET, we value the abilities and achievements of all students regardless of ability and are committed to providing inclusive learning and teaching environments.

None of the TDET academies discriminate on the grounds of SEND/additional needs and support the admissions code agreed in partnership with the Local Authority.

Students with an EHC Plan that names one of TDET academies, will be admitted where it is seen that the relevant setting is able to provide efficient and effective education that will enable the student to make progress, unless it is deemed incompatible with the efficient education of others or the efficient use of resources.

Each academy delegates the responsibility for the day-to-day implementation to the Academy's SENDCo. The individual Academy Committee retains overall responsibility for the quality and provision of SEND.

1. Long term aims

1. To create an inclusive learning environment, ensuring that there is equality of opportunity for all students regardless of gender, cultural background and/or ability.
2. To provide a curriculum that allows all students to realise their full potential, make progress relative to their starting points and thereby enable them to make a positive contribution to society.
3. To raise the aspirations and expectations for all students with SEND, with a focus on individual student outcomes.

2. Immediate objectives

- 1) Identify and provide for students who have special educational needs/ disability or additional needs as early as possible.
- 2) To work within the guidance of the SEND Code of Practice 2015.
- 3) To provide support and advice for all staff working with SEND students, ensuring that staff feel equipped to provide effective SEND provision through an 'Assess, Plan, Do, Review' model.
- 4) To work closely with young people and their families in planning appropriate special educational provision. This includes signposting links to appropriate organisations.
- 5) To ensure access to the curriculum for all students.
- 6) To ensure that all students with SEND are able to access exams and other assessments.
- 7) To ensure that all students with SEND are able to make successful transitions into the next stage of their education, preparing students effectively for adulthood.
- 8) To provide a special educational needs and disability coordinator (SENDCo) who will:
 - Work with the Academy Principal and TDET SEND Lead to determine the strategic development of the SEND policy and provision in the school.
 - Have day to day responsibility for the operation of this SEND policy and the coordination and monitoring of specific provision to support individual students with SEND.
 - Keeps abreast of changes within SEND legislation and practice and ensures that the academy fulfils its legal responsibilities.
 - To monitor the impact of SEND provision and specialist intervention, being able to demonstrate value for money.
 - Provide professional guidance to colleagues to ensure that students with SEND receive appropriate support and high quality teaching.
 - Be the point of contact and liaise with external support services.
 - Ensure that the academy maintains up to date and accurate records regarding SEND.
 - Review and update individual statutory policies such as the SEND Information Report and Accessibility Plan.

3. Identifying Special Educational Needs

'Students have Special Educational Needs if they have a learning difficulty which calls for special education provision to be made for them' (Education Act 1996)

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which either prevents or hinders him or her from making use of the facilities a kind generally provided for others of the same age in mainstream school'

(SEND Code of Practice 2015, p15 xiv)

Special education provision means:

'educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream school'

(SEND Code of Practice 2015, p16, xv)

The learning process is unique for each individual and many students are likely to experience some difficulty in learning specific concepts at certain points in their learning. There are a number of non – SEN factors which may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- Transition and Integration
- EAL – A Student does not have Special Educational Needs solely because the language at home is different from the language in which they will be taught in.
- Being in receipt of pupil premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

It also may be beneficial to note that:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

(SEND Code of Practice 2015, p96, 6.23)

The categories of needs as outlined in SEND Code of Practice January 2015 are:

- a) Cognition and Learning
- b) Communication and Interaction
- c) Social, Emotional and Mental Health
- d) Physical and Sensory

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to ascertain the actions that the school needs to take, not to fit a student into a category. Please refer to the individual academy SEND Information Report for specific details.

4. Graduated Approach to SEND Support

Each of the TDET academies have different processes in place in response to the range of SEND support required within each individual setting. Please refer to the Academy SEND Information Report for specific details. However, All TDET academies share the following:

i) High Quality Teaching

All learners will have access to 'High Quality Teaching' and a differentiated curriculum. High quality learning, teaching and differentiation is the first step in responding to students who may have SEND. Additional intervention or support cannot compensate for the lack of good quality teaching.

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from and additional to that normally available to the whole class. Making high quality teaching normally available to the whole class is likely to mean that fewer students will require such support.

Students may only be identified as SEND if they do not make adequate progress once they have had access to additional intervention/ adjustments and access to high quality teaching. If a child or young person continues to not make expected progress despite short term and targeted intervention alongside reasonable adjustments, the SENDCo working within individual settings, will gather a range of evidence relating to student progress in order to make an accurate and formative assessment regarding the student's needs.

For higher levels of needs and when deemed necessary, settings within TDET may draw on specialised assessments from external agencies and professionals to help meet the student's needs.

ii) Graduated Approach: Assess, Plan, Do Review

In line with the SEN Code of Practice 2015, each individual setting will apply the 'Assess, Plan, Do, Review Cycle' and involve parents, families and young people in the process via a meeting/letter/ telephone conversation.

Assess, Plan, Do, Review is an ongoing cycle to enable provision to be refined and revised as understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEND support, teaching staff, working with the SEND Coordinator, should carry out a clear analysis of the student's needs. This may include:

- Analysis of subject assessments
- Observations and scrutiny of student's work
- High quality formative assessment
- Details of previous progress and attainment
- Comparisons with peers and national data
- Views and experiences of parent
- Opinions of young person
- Further standardised assessments
- Possible consultation with external services

This analysis will allow teaching staff to have a clear picture of the young person's needs and barriers to learning. This information will be shared with parents.

Plan

When it is decided to provide a student with SEND support, parents will be informed. Planning will involve consultation between the parents, SENDCo and student to determine the appropriate adjustments, interventions and support that is required. At this stage the young person will be recorded as receiving targeted SEND support.

Outcomes will be set in order to measure impact and identify progress, alongside 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 student, including associate staff, will be informed of the young person's individual needs, the support that is being provided, any particular strategies and approaches that are effective and the outcomes being sought.

Do

The tutor, pastoral staff and teaching staff remain responsible for working with the student on a daily basis. Support with further assessments of the student's strengths, barriers to learning and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing student progress in relation to student outcomes will take place at least three times during the academic year. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and, in light of student progress, make any necessary adjustments going forward, in consultation with the student, parents and teaching staff.

5. Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the individual academy, but can be requested by the parent. This will occur where complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need and planning provision is required.

The application for an Education, Health and Care Plan will involve collecting information from a variety of sources including parents, teachers, the SENDCo, Social Care and Health Professionals.

Information will be gathered relating to the current provision, level of support and the progress towards current identified outcomes. The local authority make the decision as to whether to initiate a statutory assessment that may lead to an EHC plan. Parents have the right to appeal this decision.

Education, Health and Care Plans

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are unable to be met by the support that is ordinarily available. The academy, parents and student will be involved in producing the EHC Plan.
2. Parents have the right to appeal against the content of the plan. They may also appeal against the educational setting named in the plan, if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the students' formal record and reviewed at least annually by staff, parents and the student.

4. All teaching and associate staff will be informed of the individual needs outlined in the plan and the suggested support, strategies and provision that enables the student to meet their outcomes.
5. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be made.

6. Monitoring Student Progress.

Once identified, students are recognised according to their level of need in line with the SEND Code of Practice. Students are then recorded as requiring additional, specialist SEND support. Please refer to individual SEND information reports for specific details.

However, Each of the TDET academies consider the following to be important;

- Student and parents will be involved in designing a student centred plan that are live, working documents, identifying:
 - Individual strengths
 - Barriers to learning
 - Effective strategies to meet needs within the classroom and remove barriers.
 - Time phased measurable outcomes
 - Tailored interventions and provision to help the student meet their outcomes.
- Each Academy adopts a graduated approach to meeting the special educational needs of our students that initially involves the use of Academy's resources and expertise and the possible use of specialist services if required. Progress of students towards measureable targets is reviewed frequently and appropriate interventions and further adjustments are made.

Parents will be invited in to discuss progress towards outcomes within the academic year.

Provision for students with special educational needs/ disabilities is a whole school approach. TDET academies believe that all colleagues share the responsibility for the progress of all learners, including those identified with SEND.

All teachers are teachers of SEND and must ensure that learning tasks are well matched to the individual ability of each student. Such differentiation is fundamental to SEND students accessing the curriculum. By implementing best practice teaching and learning for all and recognising and using strategies that promote individual progress, fewer students should need to be recognised as needing any additional provision.

The SENDCo in each individual setting has the responsibility to ensure that the record of students requiring SEND support is up to date, accurate and reviewed as part of an ongoing process throughout the academic year.

The SENDCo and other key staff has the responsibility for overseeing the progress towards measurable targets and updating Learning Plans in accordance to changing needs.

7. Supporting Students and Families

All settings within TDET recognise that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the young person's needs and the best ways of supporting them.

Young people with special educational needs will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition process within each individual academy.

The SEND Information Report for each TDET individual setting, signposts additional information for parents and provides useful links of how to access further support or local opportunities.

Parents and families can access Peterborough City Council's Local Offer on: <https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

8. Supporting Students with Medical Conditions

All TDET academies recognise that students with medical conditions should be properly supported so that they have full access to education, including educational trips and Physical Education lessons. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010 and the Advice for School DFE (May 2014)

For specific information with regard to supporting a student with a medical condition, please contact the relevant member of staff in the individual academy.

9. Monitoring and Evaluation of SEND

Each individual academy has a range of robust and rigorous monitoring processes in place. Please refer to the relevant academy's SEND Information Report for specific details. However, all TDET academies identify the following as good practice:

- Classroom observation and monitoring classroom practice
- Scrutiny of classwork/ bookwork
- Ongoing assessment of progress within intervention groups
- Scrutiny of planning
- Teacher interviews
- Informal feedback from staff
- Student interviews
- Student tracking and assessment data

- Data analysis
- Student and parent voice
- Detailed discussions with parents
- Associate staff observation
- Associate staff voice and interviews

10. Training and Resources

SEND provision is funded from each TDET Academy's notional SEND budget and money allocated to a student's EHCP. Some students may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to the different academy cohorts and the individual academy self evaluation processes. Staff are committed to engaging in continuous professional development that is planned in response to changing needs within individual academy settings.

All teaching and associate staff undertake an induction process which includes specific training on SEND, safeguarding and inclusion.

Individual academy SENDCos frequently attend LA SENDCo network meetings and TDET meetings.

11. Roles and Responsibilities

The TDET Board and each Academy Committee have due regard to the SEND Code of Practice when carrying out its duties towards all students with SEND. Governors will endeavour to do their best to ensure that necessary provision is made for any student with SEND and make sure action is taken to support the inclusivity of those students.

The Trust Board has a statutory role in monitoring and evaluating the SEND provision and its impact on educational outcomes.

12. Reviewing the Policy

The SEND Policy will be reviewed annually to ensure that the needs of the students with SEND are being met and to comply with current legislation.

13. Storing and Managing Information.

Information relating to the storage of documents of individual students' SEND is in line with academy policies information on Data Protection, Information Management and where appropriate Confidentiality.

14. Complaints

Please refer to individual academies SEND Information Report for details regarding SEND complaints.

In the case of an unresolved complaint, the issue should be taken through the general complaints procedure as outlined on the relevant academy's website or Complaints Policy.

16. Appendices

- a) Academy SEND Information Report
- b) Academy Accessibility Plan
- c) Academy Medical Policy
- d) Additional relevant information specific to individual settings.