



SEND POLICY

Philosophy

South Witham Academy is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

The overall policy within our school reflects the high expectations we have of all our children. We aim to ensure that all children with SEND receive their entitlement to a broad, balanced and differentiated curriculum, enabling them to develop their full potential.

The SEND team at South Witham Academy

Enquiries about an individual child's progress should be addressed with the class teacher in the first instance since he or she is the person who knows the child best. Other enquiries can be addressed to:

Mrs Sharon Milner – Headteacher and Executive Head Teacher of BHAT

Miss Karen Hosmer – SENDCo

Please make an appointment with the school office if you wish to speak to your child's class teacher, the Head teacher or SENDCo.

Introduction

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disability, and that those needs will be made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and disability to allow them to join in the activities of the school together with pupils who do not have special educational needs and disability, so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.

The Code starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher, and curriculum planning.

Our fundamental principles are that:

- A child with SEND should have his/her needs met.

- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including Foundation Stage and National Curriculum.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years have replaced statements.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and language disorders)
 - **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
 - **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
 - **Physical and sensory** (such as hearing or vision impaired)
- We strive to work closely with parents and children to ensure that we take into account the child's own views, aspirations, and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level, which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular needs.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

Objectives

South Witham Academy is an inclusive school where we aim:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND

- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 18.64% of our children either are at SEN Support (SENS) or have EHC Plans. This is in line with national average and means that all teachers expect to have children with SEND in their classes.

Role of the class teacher

- To identify children who are experiencing difficulty.
- To differentiate within the classroom, and to provide appropriate opportunities and resources.
- To inform parents of concern and to seek support from parents.
- To organise and differentiate the child's work and to keep records of this process for assessment by external agencies should the child move to SENS.
- To monitor and record progress of children with SEND, keeping pupil's files up to date and secure in the classroom.
- To pass all relevant SEND information/paperwork to pupils new teachers.
- To liaise with SENCO in providing support for children with SEND.
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role.
- As new members of staff arrive, they are advised about SEND arrangements and their responsibility towards the implementation of the policy.
- **Individual Educational Plan (IEP)** - Following consultation between SENCO, class teacher and parents, an IEP will be written which will record recommendations from professionals regarding strategies to be employed to enable the child to progress. IEP's are to be updated as targets/strategies are amended and in addition, they are to be reviewed with parents three times a year.

Role of the SENDCO

The SENDCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning, and to sustain effective teaching through the analysis and assessment of children's needs, by monitoring pupils' achievements, and by setting targets for improvement.

Responsibilities may include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with colleagues to support children with SEND.
- Overseeing records for all children with SEND.
- Liaising with parents of children with SENS and EHCP
- Contributing to the in-service training of staff.
- Liaising with external agencies.

Role of the Head Teacher

- To familiarise themselves with SEND arrangements.
- To monitor SENS reviews.

- To monitor teaching arrangements made for SEND children and the work of teaching assistants who support SEND children.
- To provide the necessary support and resources to the SENCO to be able to complete the necessary requirements for SEND.
- To advise the LA when a formal assessment may be necessary

Role of the governors

The governing body must:

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014

Role of parents

- Partnership with parents plays a key role in enabling children with SEND to reach their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active role in their children's education. Developing good relationships with parents is seen as crucial to success.
- Parents are encouraged to give support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.

Role of the child

Children are encouraged, in a simplified way, to be part of the decision making process and the setting of their learning behavioural targets. The emphasis is on success, and this is supported within the school's overall ethos and attitude.

Identifying children at SENS (SEN Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed within pupil progress meetings and interventions are agreed. If progress is still not made then the class teacher and SENCO will meet and a plan of action is agreed and shared with parents.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, Quality First Teaching or some parental support and/or additional intervention can address the concern. Otherwise, a

graduated response is implemented by school. This may result in the child being placed on the SEND register at SENs.

Although the school can identify special educational needs, and make provision to meet those needs, **we do not offer diagnoses**. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Identification and Assessment

- Class teachers use observation and informed evaluation to assess concern, and any child's needs are highlighted through class plans showing a differentiated curriculum.
- The school will assess each child's current levels of attainment on entry and termly, in order to establish whether SENs is required.
- Class teachers will ensure on-going observation and assessment to provide regular feedback about the child's achievements, and to form the basis for planning the next steps of the child's learning.

Recording

When a child is identified with SEND, the class teacher will provide interventions that are additional to those provided as part of the school's differentiated curriculum. This will be called SENs (Special Educational Needs Support). The triggers for intervention through SENs will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or maths skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health and social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENDCO and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.

Individual Education Plan (IEP)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP, to be drawn up by the class teacher will include information about:

- The long term outcomes for the child
- The short term targets set for a child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes – to be recorded when IEP is reviewed.

The IEP will only record that which is additional to, or different from, the differentiated curriculum, and will focus on 3 or 4 individual targets that match the child's needs and have been discussed with the child's parents. The IEP will be reviewed at least three times a year, and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Request for inclusion

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. External support services will usually see the child so that they can advise teachers on IEP targets and accompanying strategies, and provide more specialist assessments to inform planning and the measurement of pupil progress.

The triggers for a request for inclusion will be that, despite receiving individualised support under Quality First Teaching, differentiation with support and interventions, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below those expected of children of a similar age.
- Continues to have difficulty developing literacy and maths skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning, or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for Education Health Care Plan Assessment

Where a request for an EHCP assessment is made by the school to an 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 and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide the evidence through review documentation. This information may include:

- IEPs – Individual Education Plan with reviews completed
- Personalised timetable
- Provision map
- Pupil's medical history where relevant
- National Curriculum attainments in literacy and maths.
- Educational and other assessments, e.g. from an educational psychologist.

- Views of the parents and of the child
- Involvement of other professionals such as health or social services.

An EHCP involves consideration by the LA, working co-operatively with parents, the school, and, as appropriate, other agencies, as to whether statutory assessment of a child's special educational needs 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 and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream school, the LA will consider the case for statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulties and the nature of the provision necessary to meet the child's needs is such to require the LA to determine the child's special educational needs through an Educational Health Care Plan (EHCP).

An EHCP will include:

- The pupil's name, address and date of birth
- Details of all the pupil's special needs
- The special educational provision necessary to meet the pupil's needs
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with an EHCPs will have short term targets set for them that have been established after consultation with the LA, parents and child. These targets will be implemented through an IEP, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of an EHCPs

All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved 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 ECHP. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

The review will follow the 'Person Centred Plan' format. This will entail each participant at the meeting to contribute to the following:

1. What people like and admire about the child?
2. What is important TO the child?
3. What is important FOR the child?
4. What is working well for the child?
5. What is not working well for the child?
6. What needs to change?
7. Action Plan

Curriculum entitlement and integration

All pupils are taught in mainstream classes alongside their peers, with the majority of learning taking place in ordinary lessons incorporating differentiation.

Children who receive support are either taught within the class situation or are withdrawn for intensive TA or teaching support. If children are receiving TA support, the TAs work closely with the class teacher and SENCO.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs.

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), the School Nurse or the Health Visitor, or the school may make a referral through the Educational Psychologist, School Nurse or Health Visitor.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition arrangements - *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition arrangements - *Transition to Secondary School*

The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Criteria for success

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of children
- Accurate records of identified pupils
- IEPs which are realistic and well-defined.
- The children maintain self-esteem.
- Parents and school work in partnership.