



**HEART**  
EDUCATION TRUST

## **SEND Policy**

**18th September 2017**

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**Next Review Due: 18th September 2018**

**Adopted by: The Director of Inclusion on behalf of the Strategic Board on 18th September 2017**

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## **Aims**

At the HEART Education Trust we believe that every teacher is a teacher of every child including those with special educational needs and/or disabilities. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Throughout the academies within the HEART Education Trust we strive to raise the aspirations and expectations for all children with SEN, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extracurricular activities, where appropriate, and full access to the National Curriculum.

All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

## **Objectives**

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice (2015);
- To maximise outcomes for children with SEN and their families;
- To plan an effective and differentiated curriculum to meet the needs of children with SEN, to help them overcome their barriers to learning;
- To involve children and parents/carers in the identification and review of the targets set for individual children;
- To work in close partnership with parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice to all staff working with children with special educational needs and/or disabilities;
- To work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

## **Definition of Special Educational Needs**

A child or young person has Special Educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

**(a) Have a significantly greater difficulty in learning than the majority of others of the same age;**

**Or**

**(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.**

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

These areas are:

### **Communication and Interaction**

This covers difficulty with different aspects of speech, language or social communication

### **Cognition and Learning.**

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

### **Sensory and/or Physical needs.**

This area covers sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties. These can occur for a variety of reasons, eg congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

*(SEND Code of Practice, 2014. P97)*

### **Definition of Special Educational Provision**

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

### **Identification of Special Educational Needs**

Quality First Teaching Pupil Progress Meetings are held each term. Here, the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The Director of Inclusion or the Trust SENCOs will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it can be determined which provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

### **SEN Support**

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a graduated approach to SEN support. The 'pathway' to SEN support can be found in the appendices section.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the Director of Inclusion or Trust SENCOs and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

## **Plan**

Planning will involve consultation between the teacher, Director of Inclusion or the Trust SENCOs, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review this will be recorded on a Pupil Support plan (PSP).

Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

The Director of Inclusion and the Trust SENCOs will provide strategic support during this stage.

## **Review**

Reviews of a child's progress will be made either half-termly or termly dependent on the pupil's age and needs.

The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded on a child's PSP. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home. If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child.

These could include money, staff time, special equipment or attendance at a SRB or specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, Director of Inclusion, Trust SENCO and other professionals as required.

## **Roles and Responsibilities**

### **The Director of Inclusion and Trust SENCOs**

Currently the Director of Inclusion is Mrs Sarah Porter and the Trust SENCOs are Terri Grant and Becky Clack, all hold the National Award for SEN Coordination (PgCert).

The Director of Inclusion and the Trust SENCOs are responsible for coordinating special educational needs provision across all the schools in the HEART Education Trust and ensuring that the systems and frameworks are maintained and followed. They are supported within in this role by an Assistant SENCO in each school who has or is undertaking the National Award for SEN Coordination.

This involves:

- Overseeing day to day operation of the SEN policy;
- Managing class and individual SEN records;
- Regularly updating the SEN register;
- Coordinating provision for children with SEN;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Liaising with designated teacher where a Looked after Child has SEN;
- Advising on graduated approach to SEN Support;
- Advising on use of delegated budget/ other resources;
- Liaising with parents of children with SEN;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Ensuring that SEN records are up to date;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

### **Class Teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/ or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Teachers should have high aspirations for every pupil. With advice and support from the SENCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO. Teachers must involve parents and pupils in planning and reviewing the progress of SEN children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

**All staff can access:**

- The HEART Education Trust SEN Policy;
- Guidance on identification of SEN in the Code of Practice;
- Information on individual pupil's Special Educational Needs and/or Disabilities, including pupil profiles, outside agency reports, targets set and copies of their PSPs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Norfolk's Local Offer at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

In this way, every staff member will have complete information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the the HEART Education Trust's SEN provision.

**Headteacher**

It is the Head teacher's responsibility to;

- To implement all strategic decisions about SEN delegated by the Director of Inclusion;
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- Ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEN.

**Safeguarding and Inclusion Committee**

The Safeguarding and Inclusion Committee is responsible for Inclusion which includes SEN. They meet half-termly and the Director of Inclusion reports to them.

The Directors of the HEART Education Trust must ensure that:

- The necessary provision is made for any child who has special educational needs to their best endeavours;
- Where the Director of Inclusion, the Trust SENCO, the Headteacher or a member of the Safeguarding and Inclusion Committee has been informed by the LA that a child has special educational needs, that those needs are made known to all who are likely to teach them.
- Teachers in the academies are aware of the importance of identifying and providing for those children who have special educational needs;
- Parents/carers are notified of a decision by the academy that SEN provision is being made for their child;
- The Special Educational Needs Code of Practice (2015) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher;
- The academy's SEN Local Offer is published on the school website;

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- Qualified teachers are designated as Trust SENCOs;
- Arrangements are in place to support children with medical conditions;
- Information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Safeguarding and Inclusion Committee is responsible for entrusting the Headteachers of the academies to monitor Safeguarding and Child protection procedures. In a support and challenge role the Safeguarding and Inclusion Committee ensure that the school is as inclusive as possible and treats all pupils and staff in an equitable way. They monitor and review the SEN Policy and all other statutory policies as defined by the DFE.

### **Supporting pupils and families**

At the HEART Education Trust, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision;
- Continuing social and academic progress of children with SEN;
- Personal and academic targets are set and met effectively. We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions.

This may be through:

- Discussions with the class teacher;
- Liaison with the Pastoral Team;
- Parents' evenings;
- Discussions with the Director of Inclusion, the Trust SENCOs or other professionals;
- The PSP write and review process. Parents are encouraged to comment on their child's PSP with possible suggestions that could be incorporated. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The Director of Inclusion or the Trust SENCOs may also signpost parents of pupils with SEN to the Local Authority Parent Partnership service or external agencies or organisations when specific advice, guidance or support may be required.

In accordance with the Equality Act (2010), parents can access the individual academies SEN Information Reports on their websites for further details of what the individual academies offer with regards to SEND provision.

## **Supporting pupils with medical needs**

At the HEART Education Trust we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

## **Evaluating the success of provision**

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The success of SEN provision and interventions for children on the SEN register are recorded on a Pupil Support Plan (PSP) and on an individual provision map, which is updated on a termly basis.

This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN. Relevant SEN focused external training opportunities are made available to all teaching and support staff where appropriate.

The Director of Inclusion and the Trust SENCO regularly attend relevant SEN courses, network meetings and family SEN meetings, disseminating relevant information to staff and the Headteachers.

## **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Director of Inclusion, who will be able to advise on formal procedures for complaint. Please refer to the HEART Education Trust's Complaint Procedure for further information;

## **Bullying**

The HEART Education Trust will not tolerate harassment or bullying of children with SEN or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The academies will make every effort to eliminate all forms of discrimination and inequality.

Please refer to the HEART Education Trust's Anti-Bullying Policy for further information;

## **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and Norfolk County Council handles admission arrangements for all academies in the HEART Education Trust.

## **Transition arrangements**

Many strategies are in place to enable a pupil's smooth transition to and from other educational provisions, as well as transition between year groups and key stages.

These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- All pupils attend a transition session where they spend some time with their new class teacher;
- Additional visits are also arranged for pupils who need extra time in their new school/class;
- Early Years teachers are always willing to meet parents/carers prior to their child joining the school;
- The Director of Inclusion, the Trust SENCO and the Year 6 teachers liaise with the SENCOs from the secondary schools to pass on information regarding pupils with SEND.

## **Funding**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the Director of Inclusion or the Trust SENCO who will scrutinize such requests and pass on to the Headteacher with appropriate recommendations.

Should it be felt that a child requires additional high needs funding, an application for additional funding is made to the local Cluster SEN Panel.

Appendix 1

Assistant SENCO's

**Sara Hann- Valley Primary Academy**

**Lorraine Long- Lingwood Primary Academy**

**Grace Whiley- Henderson Green Primary Academy**

**Chrissie Harris- Heartsease Primary Academy**

Heartsease Primary Academy Documents Review Record:

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