



# SEND Policy

Documentation Information			
<b>Reviewed By</b>	SENDCO	<b>Responsibility</b>	Directors
<b>Last Reviewed</b>	2010, April 2013, November 2014, Spring Term 2016, Spring Term 2018, Feb 2019	<b>Next Review</b>	Spring Term 2020
<b>Review Cycle</b>	Bi-Annual	<b>Ratified by Directors</b>	May 19

## 1. Aims

Our SEND policy and information report aims to:

- Set out how schools in the LIFE Multi Academy Trust will support and make provision for pupils with Special Education Needs and Disability
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Life Multi Academy Trust Vision;

**We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community.**

Implicit in this vision it is the commitment to the inclusion of **ALL** students. This has particular relevance to the Special Educational Needs and Disabilities Policy.

To support our work the following structures, procedures and systems are in place for students with Special Educational Needs and Disabilities in the School.

As schools in the LIFE Multi Academy Trust, we are committed to ensuring the necessary provision is made for every pupil in the community of schools. We are passionate about inclusive education for all. We strive to meet the needs of all young people with a learning difficulty, disability or special educational need.

The new Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training.

The schools in the LIFE Multi Academy trust believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put into place. All staff have due regards to general duties to promote disability equality. Every teacher is a teacher of every child or young person, including those with SEND.

We aim to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students' diverse learning needs

- remove the barriers to assessment and learning

The Governors and Staff of the schools work in Partnership with the LA to meet the requirements of the Code of Practice.

We are committed to inclusion, meeting individual needs and the efficient use of resources to ensure provision of the highest quality for all students. We encourage mutual respect and consideration as part of our ethos.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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## **4. Role and responsibilities**

### **4.1 The SENDCO, Additional Needs Manager and Assistant SENDCO**

The SENDCO is Lorna Croucher

They will:

- Work with the headteacher and SEND governor 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Executive headteacher and Head of School's**

The Executive headteacher and Head of Schools will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

The schools in the LIFE MAT currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **5.2 Identifying pupils with SEND and assessing their needs**

Information from Primary school is used to inform the students provision in the first few months. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We can use a range of screens and assessments to indicate where specific needs might be. E.g.

- Reading Tests
- Spelling Tests
- CATS Tests
- Diagnostic assessments

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Individual Support from staff
- Counselling
- Mentoring (group/1:1)
- Social and Emotional Groups e.g. Social communication, Anger management
- Homework clubs
- Lunchtime clubs
- Reading groups
- Speech and Language (W)
- Bespoke timetables and the provision of off-site learning experiences
- Specialist literacy and numeracy intervention programmes
- School nurse input

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants and Learning Support Assistants who are trained to deliver interventions and general classroom support.

Teaching assistants and Learning Support Assistants will support pupils on a 1:1 basis when a student has a specific issue that needs to be addressed or their EHCP states that specific support needs to be put in place e.g. handwriting practice.

Teaching assistants and Learning Support Assistants will support pupils in small groups when the teacher feels that students would benefit from a smaller environment or a small group of students have an issue that needs to be addressed.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology Service

Child Adolescent Mental Health Service  
Speech and Language Therapy Service  
Hinckley and Bosworth Behaviour Partnership (HBEP)  
Special Needs Teaching Service

- Visually Impaired Service
- Hearing Impaired Service
- Autism Outreach Service

Careers Advisors  
Medical Services  
ADHD Solutions

### **5.9 Expertise and training of staff**

We have a SENDCo who works across both schools in the LIFE MAT and at The Winstanley School there is an Additional Needs Manager and at Bosworth Academy an Assistant SENDCo.

We have a team of learning support assistants, teaching assistants, and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ADHD, Attachment and Autism.

We used specialised staff to deliver other aspects of our SEND provision e.g. Anger Management sessions run by an external Educational Psychologist.

### **5.10 Securing equipment and facilities**

We have an SEND budget which is used by the SENDCo and other relevant staff. We can put a bid in for additional resources each year.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each block
- Using pupil questionnaires for student voice
- Monitoring by the SEND Department
- Holding annual reviews for pupils with EHC plans
- Feedback from teaching staff, LSA's and TA's.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

We ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- Please see the school accessibility plan policy

### **5.13 Support for improving emotional and social development**

We have an extensive network of pastoral staff in the schools of the LIFE MAT.

We provide support for pupils to improve their emotional and social development in the following ways:

- Counselling
- School Nurse
- Mentoring (1:1 and group)
- Anger Management
- Social Emotional Groups

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

We make referrals to other agencies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the the SENDCO or Head of school in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEND**

SENDDIASS- 0116 257 5027      <https://www.SENDdiassleicester.org.uk/contact-us>

SENDA Leicestershire- 0116 305 6616      [SENDaservice@leics.gov.uk](mailto:SENDaservice@leics.gov.uk)

SCS- Leicester City 0116 4542050      [ses@leicester.gov.uk](mailto:ses@leicester.gov.uk)

#### **5.17 Contact details for raising concerns**

Lorna Croucher- SENDCO Life Multi Academy Trust- [lcroucher@lifemultiacademytrust.org.uk](mailto:lcroucher@lifemultiacademytrust.org.uk)

Julie Warner- Additional Needs Manager- The Winstanley School [jwarner@winstanleyschool.org.uk](mailto:jwarner@winstanleyschool.org.uk)

Jayne Donohue- Assistant SENDCO- Bosworth Academy [jayned5@bosworthacademy.org.uk](mailto:jayned5@bosworthacademy.org.uk)

Bosworth Academy- 01455 822841  
The Winstanley School- 0116 2898688

#### **5.18 The local authority local offer**

Our contribution to the local offer is:

<http://smartfuse.s3.amazonaws.com/731631d3694f8fbbaf7a4988833ecd7/uploads/2018/03/SEND-2017-18-Information-Report-1.pdf>

Our local authority's local offer is published here:

Leicestershire Local Offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City Local Offer

<https://families.leicester.gov.uk/SENDd-local-offer/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Lorna Croucher (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Intimate Care Policy
- Equal Opportunities Policy
- Procedures for dealing with attendance and monitoring abSENDce
- Disability Equality Scheme / Accessibility Plan
- Physical Activity Policy
- Anti – Bullying Policy
- Safeguarding Policy
- Able Gifted & Talented Policy
- Behaviour Policy
- Child Protection Policy
- Medical Policy
- Inclusion Policy
- School admissions policy