

SEND POLICY (Haywood)

Document Owner: Director of Inclusion

Date: December 2021

Status: Statutory



Document Type	Haywood SEND Policy & information Report			
Reference/Version Number	CLT-SEN/HA-V0.2			
Summary	Our SEND policy and information report aims to set out how our Academy will support and make provision for students with special educational needs (SEN). Explain the roles and responsibilities of everyone involved in providing for students with SEN.			
Associated Documents	Accessibility plan Admissions policy Behaviour policy Child Protection Policy Positive Mental Health Policy	Supporting students with medical conditions policy. Equality information and objectives		
Target Audience	All Employees			
Date of this Version	December 2021			
Document Owner	Director for Inclusion			
Review Body	Policy Admin Group	Meeting Date	17.11.21	
		Meeting Date	7.12.21	
Union Consultation Date/s:	N/A	Meeting Date	N/A	
Proof Read	1.12.21			
Senior Leadership Team	N/A			
Approved/Ratified by	Board of Trustees	Meeting Date	4.4.22	
Review Frequency	Annual	Next Review Date	November 2022	
Signature of Chair of Trustees				
Date uploaded on website/s				
CLT n/a	Haywood 10.1.22 13:19 (EF) 12.1.22(SW)	Trentham n/a	Mill Hill n/a	Smallthorne n/a
Date uploaded to Sharepoint/s				
CLT 10.1.22 13:04	Haywood 10.1.22 13:19 (EF)	Trentham n/a	Mill Hill n/a	Smallthorne n/a
Acknowledged by Local Governing Committee/s:				
Acknowledged by Local Governing Committee/s:	Haywood 29.3.22	Trentham n/a	Mill Hill n/a	Smallthorne n/a

VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	Dec 2020	New Policy
0.2	Annual review	Nov 2021	

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1. STATUS

- a. Statutory.

2. AIMS

- a. Our SEND policy and information report aims to:
 - i. Set out how our Academy will support and make provision for students with special educational needs (SEN)
 - ii. Explain the roles and responsibilities of everyone involved in providing for students with SEN.

3. LEGISLATION AND GUIDANCE

- a. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - i. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
 - ii. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- b. This policy also complies with our funding agreement and articles of association.

4. DEFINITIONS

- a. A student has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
 - i. They have a learning difficulty or disability if they have
 - ii. A significantly greater difficulty in learning than the majority of others of the same age, or
- b. 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
- c. 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.

5. ROLES AND RESPONSIBILITIES

5.1 The Director of Inclusion.

- a. The Director of Inclusion for the City Learning Trust is Nathan Legg.
- b. The Director of SEND can be contacted via telephone: 01782 853535, or via email learningsupport@citylearningtrust.org
- c. They will:
 - i. Provide strategic direction and development of SEND, mental health and medical provision within the City Learning Trust Academies with the support of, and under the direction of, Academy Senior Leadership Teams and the City Learning Trust Executive Leadership Group.
 - ii. Ensure that the Academy carries out its day-to-day responsibilities for the operation of the SEND policy, positive mental health policy, students with EAL and supporting students with medical needs policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans within the City Learning Trust Academies and the City College.
 - iii. Assess students who may have complex SEND needs within the City Learning Trust Academies.
 - iv. Assess and deal with complaints regarding provision.

5.2 The SENCO

- a. The SENCO is Sarah Perry.
- b. The SENCO can be contacted via telephone: 01782 853535
- c. They will:
 - i. Work with the Headteacher/Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - ii. Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
 - iii. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
 - iv. Advise on the graduated approach to providing SEND support
 - v. Advise on the deployment of the school's delegated budget and other resources to meet children and young peoples' needs effectively
 - vi. Be the point of contact for external agencies, especially the local authority and its support services
 - vii. Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
 - viii. Work with the Headteacher/Principal and Local Governing Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - ix. Ensure the school keeps the records of all students with SEND up to date

5.3 The SEND Governor

- a. The SEND governor will:
 - i. Help to raise awareness of SEND issues at Local Governing Committee meetings
 - ii. Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Committee on this
 - iii. Work with the Headteacher/Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

5.4 The Headteacher/Principal

- a. The Headteacher/Principal will:
 - i. Work with the Director of SEND for the CLT, the Academy SEND Leader(s) and SEND governor to determine the strategic development of the SEN policy and provision in the school
 - ii. Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.5 Class / Subject Teachers

- a. Each class / teacher of subject is responsible for:
 - i. The progress and development of every student in their class
 - ii. 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
 - iii. Working with the SENCO to review each student's progress and development and decide on any changes to provision
 - iv. Ensure they follow this SEN policy

6. SEN INFORMATION REPORT

6.1 The Kinds Of SEN That Are Provided For

- a. Our Academy currently provides additional and/or different provision for a range of needs, which includes, but is not limited to:
 - i. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - ii. Cognition and learning, for example, dyslexia, dyspraxia, Moderate Learning Difficulties (MLD)
 - iii. Social, emotional and mental health difficulties, eg: Attention Deficit Hyperactivity Disorder (ADHD),
 - iv. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 Identifying Students With SEND And Assessing Their Needs

- a. We will assess each student'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 students and identify those whose progress:
 - i. Is significantly slower than that of their peers starting from the same baseline
 - ii. Fails to match or better the child's previous rate of progress
 - iii. Fails to close the attainment gap between the child and their peers
 - iv. Widens the attainment gap
 - v. This may include progress in areas other than attainment, for example, social and emotional needs.
- b. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.
- c. 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 student 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.
- d. A student may be placed on the SEND register because of a new diagnosis from an external agency, such as CAMHS, the NHS or private healthcare services.

6.3 Consulting And Involving Students And Parents/Carers

- a. The Academy will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - i. Everyone develops a good understanding of the student's areas of strength and difficulty
 - ii. We take into account the concerns of parent / carer
 - iii. Everyone understands the agreed outcomes sought for the child
 - iv. Everyone is clear on what the next steps are.
- b. We will formally notify parents and carers via letter when it is decided that a student will receive SEND support. Should SEND support cease during their time on roll at the Academy, parents / carers will be formally notified via letter.

6.4 Assessing And Reviewing Students' Progress Towards Outcomes

- a. The Academy will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- b. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:
 - i. The teacher's assessment and experience of the student
 - ii. Work / book scrutiny
 - iii. Their previous progress and attainment and behaviour. Other teachers' assessments, where relevant
 - iv. The individual's development in comparison to their peers and national data
 - v. The views and experience of parents
 - vi. The student's own views
 - vii. Advice from external support services, if relevant
- c. The assessment will be reviewed regularly.
- d. All teachers and support staff who work with the student 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 student's progress.

6.5 Supporting Students Moving Between Phases And Preparing For Adulthood

- a. The Academy will share information with the school, secondary school, specialist school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.
- b. The Academy will endeavour to support students with SEND during transition to new phases or key stages, by including transition activities one-to-one or in a small group.
- c. Transition support that is offered will often be bespoke to the student.

6.6 Our Approach To Teaching Students With SEN

- a. Teachers are responsible and accountable for the progress and development of all the students in their class or subject.
- b. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students by the class / subject teacher or by a teaching assistant. Where a student receives support from a teaching assistant, either in class or outside of the classroom as a part of a structured intervention, the teacher remains responsible and accountable for the progress and development of students within their class or subject.

6.7 Adaptations To The Curriculum And Learning Environment

- a. Please refer to the Academy accessibility plan for further details of adaptations.
- b. We make the following adaptations to ensure all students' needs are met:
 - i. Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - ii. Adapting our resources and staffing
 - iii. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - iv. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - v. Adaptations to programs of study – this decision will be made by the Headteacher/Principal and communicated formally to parents / carers. This includes where a student will not be entered for formal assessment (i.e SATS / GCSE).

6.8 Additional Support For Learning

- a. We have a number of teaching assistants who are trained to deliver interventions such as [insert interventions].
- b. We work with the following agencies to provide support for students with SEND and to secure evidence where an Education, Health and Care Plan (EHCP) may be appropriate:
 - i. Inclusive Learning Services
 - ii. Educational Psychologist
 - iii. Children Causing Concern panel
 - iv. Education Welfare Officers (EWO)
 - v. Social Care
 - vi. Children & Adolescent Mental Health Services (CAMHS)
 - vii. Learning Pathways (including INSPIRE for Primary Alternative Provision)
 - viii. MIND
 - ix. Children's Occupational Therapy Service
 - x. Our Health 0 – 19 (also known as the school nursing service)
 - xi. NHS medical teams.
- c. The Academy will refer to an outside agency for one or more of the following reasons:
 - i. Despite significant in-school intervention, the student continues to make little or no progress in specific areas over a period of time (usually a minimum of one term)
 - ii. Continues working at the levels substantially below that expected of children of a similar age and is already on the SEND register.
 - iii. The student has social and / or emotional difficulties, which regularly and substantially affect their learning
 - iv. Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
 - v. Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
 - vi. Despite having received intervention, the child continues to fall behind the level of his/peers peers.

6.9 Evaluating The Effectiveness Of SEN Provision

- a. We evaluate the effectiveness of provision for students with SEN by:
 - i. Reviewing students' individual progress towards their goals each term
 - ii. Reviewing the impact of interventions after at least one half-term (this may vary according to the nature of the intervention).
 - iii. Using student questionnaires
 - iv. Director of SEND visits
 - v. Monitoring by the SENCO
 - vi. Using provision maps to measure progress
 - vii. Holding annual reviews for students with EHC plans.

6.10 Enabling Students With SEN To Engage In Activities With Those In The School Who Do Not Have SEN

- a. Students with SEN have a range of bespoke interventions and opportunities around the academy to engage them in academy life. From Maths and Literacy intervention, to dedicated SEND sports activities, students are encouraged to participate in academy life to the full.
- b. All of our extra-curricular activities and school visits are available to all our students, including any before and after-school provision that is available.
- c. All students are encouraged to go on our residential trip(s) and some funding may be available through pupil premium funding, where appropriate.
- d. In the case of off-site trips and residential trips, a full risk assessment will be completed before each visit to determine any special arrangements that may apply. Please note, the safeguarding of **all** staff and students is the priority of the Academy.

6.11 Support For Improving Emotional And Social Development

- a. We provide support for students to improve their emotional and social development in the following ways:
 - i. Students with SEN are encouraged to be part of the Academy: after school and lunch time clubs; house system (including house captains and representing their house at a range of events; student voice through form representatives.
 - ii. MIND school counselling service on site 1 day per week
 - iii. Trailblazer support through one to one or group sessions with a member of the Mental Health Trailblazer service.
 - iv. Dove self-esteem program, Anxiety, anger and stress gremlin workshops, the behavior toolkit intervention. All these interventions are lead by the Pastoral Team.
- b. We have a zero tolerance approach to bullying.

6.12 Complaints About SEN Provision

- a. Complaints about SEN provision within our Academy should be made to the SENCO in the first instance. Then this should then be brought to the attention of the Academy Headteacher/Principal or to the Director of SEND. Complainants will then be referred to the Academy complaints policy.
- b. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the Academy has discriminated against their child. They can make a claim about alleged discrimination regarding:
 - i. Exclusions
 - ii. Provision of education and associated services
 - iii. Making reasonable adjustments, including the provision of auxiliary aids and services
- c. Complaints regarding EHC plan assessments should be referred to the Local Authority.
- d. The number of complaints received relating to SEND provision in the last twelve months is 0.

6.13 Contact Details Of Support Services For Parents Of Students With SEN

- a. Aiming Higher Together – Stoke Parent Carer Forum - <http://stokepccf.com/>
- b. SEND Information, Advice and Support Services (SENDIASS) - <http://www.sendiass-stoke.co.uk/>.

6.14 The Local Authority Offer

- a. Our contribution to the local offer is: http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=8_ej-JzlhvQ
- b. Our local authority's local offer is published here: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.-page>

7. LINKS TO OTHER POLICIES AND DOCUMENTS

- a. This policy links to the following policies:
 - i. Accessibility plan
 - ii. Admissions policy
 - iii. Behaviour policy
 - iv. Child Protection Policy
 - v. Positive Mental Health Policy
 - vi. Supporting students with medical conditions policy.
 - vii. Equality information and objectives

8. MONITORING AND REVIEW

- a. This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.
- b. This policy will be approved by the Board of Trustees. It will be reviewed by the Policy and Procedures Working Group on an annual basis to ensure continuing compliance.