

Document Control	
<b>Title</b>	Special Educational Needs and Disability Policy
<b>Date</b>	September 2023
<b>Supersedes</b>	September 2022
<b>Amendments</b>	Addition of requirement for SENDCOs to contribute to staff appraisal. Addition of responsibility of teachers to implement EEF guidance relating to SEND. Removal of references to 1:1 support.
<b>Related Policies/ Guidance</b>	This is based on the statutory <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a> and the following legislation: <ul style="list-style-type: none"> <li>➤ <a href="#">Part 3 of the Children and Families Act 2014</a></li> <li>➤ <a href="#">The Special Educational Needs and Disability Regulations 2014</a></li> <li>➤ The <a href="#">Equality Act 2010</a></li> <li>➤ The <a href="#">Public Sector Equality Duty</a></li> <li>➤ The <a href="#">Governance Handbook</a></li> <li>➤ The <a href="#">School Admissions Code</a></li> </ul> <p>This policy also complies with our funding agreement and articles of association.</p>
<b>Author</b>	SENDCO Learning Circle
<b>Date of renewal</b>	July 2024 (or earlier in line with revised guidance.

## Aims:

The schools within the CLIC Trust seek to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad-based curriculum within a caring environment in which all pupils can develop towards their full potential regardless of ability.

## Legal definition of SEND:

- A child has SEND if s/he has a learning difficulty or disability which calls for special educational provision to be made for him/her.
- A child has a learning difficulty or disability if s/he has a significantly greater difficulty in learning than the majority of children of the same age and is not reaching age related expectations
- A child has a difficulty or 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.

The 3 key principles for inclusion at all levels of curriculum planning, as outlined in the Code of Practice 2015, are:

- Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through appropriately differentiated work and clear learning objectives linked to individual personalised targets.
- School ensure that action is taken to respond to pupils diverse learning needs through provision of appropriate resources, support and removal of barriers to learning
- Schools help to overcome potential barriers to learning and assessment for individual and groups of children by establishing an environment where they can achieve their personal best. Use is made of

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teachers, other professionals, facilities and resources from within our school and outside wherever possible.

### **Objectives:**

The objectives of our SEND policy are:

- That our assessment arrangements ensure that pupils' special needs are identified as soon as possible.
- Assessment data and termly pupil progress meetings are used to inform decision making.
- To identify the roles and responsibilities of staff in providing for SEND needs through the school's provision mapping.
- Effective use is made of teachers, other professionals, facilities and resources from both within and outside our schools.
- Targeted learning challenges are set and reviewed on a regular basis.
- SEND pupils are actively involved and informed of their targets, where appropriate.
- Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress.
- Pupils with SEND are given access to a broad and balanced curriculum through personalised learning and removing potential barriers to learning.
- All children grow in their confidence, independence and self-reliance to become effective and capable learners.

### **Roles and Responsibilities**

The **SENDCo's** responsibilities include:

- Determining the strategic development of the SEND policy and provision with the Headteachers and governing bodies ensuring we continue to move forward in our inclusive practice.
- Detail annually any plans for the development and maintenance of resources in an Inclusion Action Plan, which will form part of each School Improvement Plan.
- Co-ordinate the provision for children with SEND.
- Taking day to day responsibility for the operation of the SEND policy and provision.
- Provide and maintain a clear administrative and organisational framework to enable effective support.
- Ensuring teachers establish personalised targets in line with SEND Support or EHCPs (Education, Health & Care Plans).
- Monitoring the progress of pupils with SEND by collecting data and assessing information termly.
- Monitoring the implementation of targets within the classroom.
- Supporting and advising class teachers to ensure that provision is matched to the needs of the children and monitoring provision mapping.
- Organising training, webinars, and dissemination of information for staff, including TAs, on training days and during directed time as required.
- Managing the deployment of TAs supporting pupils with SEND.
- Manage and update resources and teaching materials to support a differentiated, specialised and inclusive curriculum.
- Liaising with outside agencies.
- Keeping up to date with new developments by attending courses provided by the LA and other organisations.
- Keeping the Headteachers and Governing Bodies in each school informed of developments as and when necessary.
- Review the child's progress through consultations and an ongoing plan, do and review cycle.
- Contribute to the staff appraisal cycles

The **Class Teachers'** responsibilities include:

- To provide Quality First teaching for every child in the class including those with additional needs.
- Teachers to have SEND-friendly strategies embedded within their classroom practice for the benefit of all pupils.
- Identifying pupils which make little or no progress in spite of adapted learning.

- Planning for all children's participation in learning, physical and practical activities.
- Helping children manage their behaviour and to take part in learning effectively and safely.
- Helping children to develop self-esteem and confidence in their learning.
- Provide the opportunities and resources necessary for the child to work at their targets.
- Working with the SENDCo and parents in collecting and recording information about the pupil in determining the action to be taken.
- Setting suitable learning challenges to respond to diverse needs.
- Planning and delivering appropriate targets and breaking down attainment into finely graded steps in order to aid progress and provide accurate indicators.
- Recording progress towards the achievement of targets through termly plan, do, review cycles.
- Accepting TAs as team members in the classroom.
- Implementing the SEND policy.
- Implementing advice from the EEF to improve outcomes for all pupils including those with SEND

## PROCEDURES

### Identification and Provision

#### Identification

The identification of children with SEND is the combined responsibility of one or more of the following, working in partnership: the class teacher, SENDCo, parents, phase leaders, medical professionals and outside agencies.

Identification strategies that can be adopted are:

- Observation
- Teacher assessment
- Concerns raised by teaching staff, parents, medical professionals and outside agencies.
- Results of standardised tests e.g. reading tests, SATs/QCA results.
- Where a pupil is making little or no progress in spite of receiving adapted learning opportunities.
- Where significant adaptations need to be made in order for the child to access the curriculum or take part in aspects of daily school life.
- Pupil voice or self-evaluation.
- Parent voice

Following identification of a child's special educational needs the class teacher will respond and:

- Inform and liaise with the SENDCo.
- Consult the child's parents and carers (in consultation with the SENDCo) and obtain consent to be placed on the school SEND register at SEND Support within one of the four areas of need (see pg. 11)
- Draw up personalised targets to cover identified targets and discuss these with the pupil, where appropriate.
- Provide relevant resources and opportunities necessary for the child to work towards their targets.

Under The UN Convention on the Rights of a child we adopt the rights and responsibilities outlined in Article 28 – Every child has a right to an education.

Article 29 – Education must develop every child's personality, talents and abilities to the full.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### SEN procedure when concern is raised by a parent/carer or teacher:

- Parent(s)/Carer(s) to meet with class teacher when there is a cause for concern.
  - Teacher gathers information about child's background and needs to inform classroom practise.

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- Teacher informs parent(s)/carer(s) about identification procedure (see SEN identification flow chart)
  - Teacher and parent decide if SENDCo support is required.
  - SENDCo to meet with parent(s)/carer(s) to share information about the child.
    - Identify the child's strengths and difficulties.
    - SENDCo and parents/carers discuss possible barriers to learning
    - SENDCo observes the child to investigate possible barriers to learning and feedbacks to teacher any targets set.
    - SENDCo discusses concerns with class teacher and/or any other relevant key staff working with the child.

## **PROVISION**

Each year a proportion of each school budget is allocated to the development of resources to support the progress of pupils with SEND. This will be a Graduated Approach in line with the Code of Practice (2015):

### **1. Monitoring Group:**

A range of strategies are used to support the needs of these pupils in the Monitoring Group including:

- Quality First Teaching.
- Different learning materials or more effective strategies.
- Special equipment of resources.
- Some group or individual support with TAs/teacher.
- Undertaking staff development and training.

### **2. SEND Support :**

A pupil who makes little or no progress in spite of receiving an individualised programme. A pupil continues to experience difficulties accessing the curriculum. A pupil is likely to need on going adaptations to the curriculum or environment.

The class teacher will continue to respond to the child's identified special educational needs and:

- Inform and liaise with SENDCo
- Act upon the advice of outside specialists.
- Consult the child and parents
- Identify and work towards outcomes.
- Review targets as part of ongoing practice.

### **3. Education Health Care Plan (EHCP):**

If a child makes little or no progress in spite of receiving a highly individualised and intensive programme and/or has a recognised severe and persistent Special Educational Need or Disability then the SENDCo will make a request for Statutory Assessment. School will provide details of:

- SEND support paperwork
- Individual Targets
- Record of reviews and outcomes
- Assessment Information
- Educational Psychologist assessment
- Views of parent/carers and pupils

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- Involvement of other professionals.
  - Individual provision map showing support to date.
  - Attendance records
  - Medical information

An EHCP is a document that details the statutory provision a pupil is entitled to in order to meet their needs. The EHCP should be Child Centred and include their Educational, Health and Social Care needs.

The ECHP will be viewed annually by the child, parents and all professionals involved

### **Parental and Pupil Voice**

Pupils will be progressively more involved in their target setting through discussion with their class teacher where appropriate. They will be given access to a member of staff to discuss any difficulties or concerns and are also able to use communication systems in school such as "Confide" to alert attention on school computers. They will be given opportunities to share their views as part of monitoring and evaluation.

At different stages of Special Needs progress the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage parents to make an active contribution to their child's education. There is a collaborative approach with parents and teachers to develop targets and review progress through the review process and parent's evenings.

### **Arrangements for complaints**

Should any parent have cause for complaint, they should be addressed in the first instance to the Head teacher of the school. The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor of SEND. Should action need to be taken, the CLIC complaints procedure will be followed.

### **Criteria for success**

The SEND policy will be reviewed annually. To evaluate the success of the policy it must be determined that:

- All teachers across the Trust have a copy of the SEND policy which is kept in the policy folder and easily accessible at all times.
- Attainment, assessment and Screening tool results are reviewed annually by the Phase leaders and Inclusion team to ensure those children who are not achieving are quickly identified.
- The SENDCo is available on a weekly basis to discuss concerns with any member of teaching staff, including teaching assistants.
- Any child identified in the annual review of assessment data as not achieving will be targeted for extra support either in a group or individually and recorded on the school provision map.
- To ensure outside agencies are used effectively, the SENDCo will liaise on a regular basis with outside agencies and the School Health Team. There will be on-going communication with the Educational Psychology and Speech and language therapy service to prioritise identified children.
- Parents feel informed about their child's SEND needs in line with SEND policy.

### **Role of Governors:**

The governors of each school wish to ensure that:

- The SEND policy is in place and in line with the Code of Practice (April 2015).
- They publish a SEN information report on the school websites.
- Access to the policy is readily available for all staff/parents.
- The policy is clearly articulated and consistently applied.
- The Governing Body will detail the success of the SEND policy and any changes in its Annual report to parents.
- The SEND governor liaise with the SENDCo on a regular basis.

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- That SEND records are maintained by all staff and kept up to date.

**Role of Executive Head Teacher and the Senior Leadership Team:**

- Ensuring that the SENDCo is a member of the SLT in each school
- Setting the costs of the SENDCo against the core or base budget, rather than against additional funds delegated to the school to meet individual needs.
- Supporting the SENDCo in communicating with other SENDCos and outside agencies, including provision of opportunities to disseminate information.
- Informing the Governing Body and SENDCo of each school of how the funding will be allocated to support special educational needs.

**ASSOCIATED DOCUMENTS AND SOURCES**

**Appendix 1**

The 4 areas of SEND:

- **Communication and Interaction**  
Children with speech language and communication needs and children with ASC.
- **Cognition and Learning**  
Specific learning difficulties including, dyslexia, dyspraxia and dyscalculia, severe and moderate learning difficulties and global learning delay.
- **Social, Emotional and Mental Health (SEMH)**  
ADHD, attachment disorder, emotional difficulties, mental health difficulties.
- **Sensory and or Physical**  
Hearing impairment, visual impairment, motor difficulties, physical impairment, sensory processing.

## SEND Identification Strategy

