

ST LUKE'S CofE PRIMARY SCHOOL

2020/2021

Special Educational Needs & Disability (SEND) Policy

(This policy has been informed by the Statutory Special Educational Needs and Disability Code of Practice: 0 to 25 years; updated 1st May 2015)

**“If a child can't learn the way we teach,
maybe we should teach the way they learn.”** Ignacio Estrada.

1. Introduction

This DEMAT SEND Policy explains the broad aims of the Trust's arrangements for supporting pupils with Special Educational Needs and Disabilities. St Luke's CofE Primary School, within DEMAT, has a Statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The SEND Information Report is available on the website and parents are welcome to request it. The school's SEND Information Report explains the school's approach to SEND policy implementation.

2. Vision

All DEMAT staff are dedicated to ensuring all pupils reach their potential. Our vision is for every child to flourish, to be introduced to the richness of human experience, and to understand, question, and contribute to the world around them.

Our vision for our academies is to provide a truly inclusive education for all learners and for all stakeholders to share a strong moral purpose to ensure that this ethos is put into practice across our Trust.

All our staff provide what is needed for all pupils to overcome any barriers to learning, including special educational needs, and consequently succeed. Pupils are given the opportunity to thrive within a positive and nurturing environment.

3. Values

The DEMAT promise encompasses providing the best education and life chances we can through nurturing our children's values of Love, Community, Trust, Respect, Ambition.

Children are at the heart of all we do. Ensuring access to education, regardless of any learning difference or disability, and facilitating learning by overcoming any potential barriers.

This universal provision provides high-quality differentiated teaching and class-based targeted support with appropriately scaffolded learning for all children.

01353 656760

www.demat.org.uk

DEMAT Office Address:

Grace Building, 8 High Street, Ely, Cambridgeshire, CB7 4JU

The Diocese of Ely Multi-Academy Trust (DEMAT)

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Registered Office: Diocesan Office, Bishop Woodford House, Barton Road, Ely CB7 4DX

4. Aims and Objectives

The needs of all pupils are identified, and appropriate support is provided. Parents will be included in discussions and planning relating to their child(ren) from the early stages.

We will do this by:

- Ensuring that early identification and necessary provision is made for any pupil who has special educational needs, or a disability and those needs are made known to all who are likely to teach them
- Using our best endeavours to ensure that pupils who have special educational needs or a disability join in the activities of the academy/nursery together with pupils who do not have special educational needs or a disability
- Following the Special Educational Needs and Disability Code of Practice (2014) when carrying out our duties toward all pupils with special educational needs or a disability
- Involving the children themselves in planning for their own provision and valuing what they have to contribute
- Encourage parental involvement with any specialist provision made for their child, monitoring and evaluating any special provision made to ensure its effectiveness and adapt the provision to lead to higher rates of success
- Each academy will review and report annually on the policy and effectiveness of the academy's provision for pupils with special education needs via their Information Report

5. Legislation and Guidance

Section 20 of the Children and Families Act 2014 definition of special educational needs (SEN):

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory academy age or a young person has a learning difficulty or disability if he or she;
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) 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 academies or mainstream post-16 institutions.
- (3) A child under compulsory academy age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory academy age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

The **2015 SEND Code of Practice** identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age, or

- Has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions

Special Educational Provision is educational provision or training which is additional to, or different from, that made generally for children or young people of the same age by mainstream academies or post-16 institutions.

Within the **2015 SEND Code of Practice**, the levels of support are now classed as **SEN Support** and **0-25 Education Health and Care Plans EHCP**. Across the Trust we have adopted a **Four Step Graduated Approach** for the identification and the targeted support of those with SEND. See Appendix 1.

Under the **Equality Act 2010** some students with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. Within this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer 'where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for academies DfE Feb 2013
- SEN and Disability Code of Practice 0 – 25 (May 2015)
- Academy's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at St Luke's CofE Primary School with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was created by S Din (Inclusion manager)

6. SEND: Areas of need

As stated in the SEND Code of Practice there are four broad areas of need, although the Trust recognises that a pupil's needs may fall into one or more categories.

1. Communication and Interaction (C&I): Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and

Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

3. Social Emotional and Mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

4. Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

7. Principles

The Trust stands by the stated obligations within **The Equality Act 2010** and as such, for all children and young people within the academy diagnosed with a disability affecting their education, will:

- Not directly or indirectly discriminate against, harass or victimise disabled children or young people and will actively encourage heightened awareness of potential discrimination.
- Make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Being anticipatory this duty requires advance planning of adjustments that may be needed to prevent disadvantage over time.
- Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people publishing information demonstrating compliance with this duty through specific and measurable objectives published and reviewed against the core aims of the duty.
- Make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services through a published accessibility plan showing how access to both information and the physical environment, for those with disabilities, is to be increased.
- Through the governing body, publish information about the arrangements for the admission of disabled children, steps taken to avoid those with disabilities being treated less favourably and show how facilities through accessibility planning provide assistance.

The Trust stands by the principles underpinning the **2015 SEND Code of Practice** where Local Authorities must have regard to:

- The views, wishes and feelings of the child or young person, and the child or young persons' parents
- The full participation of the child or young person and the child's parents in participating as fully as possible in any decisions through accessible timely information and support as is necessary to enable them to participate in those decisions fully
- Any support the child or young person and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. The Trust employees, governors and wider community believe all children and young people within the academy are entitled to an education that enables them to make progress and through this that they are able to:

- Achieve their best, knowing what their best can be
- Become confident individuals, with the skills needed to live fulfilling lives
- Be supported to make successful transitions into adulthood, whether to employment, further or higher education or training.

8. Roles and responsibilities

The 'responsible person' for SEND is the headteacher of each academy, supported by their SEND Governor. The person co-ordinating the day-to-day provision of education for pupils with special educational needs or disability is the SENDCo. Please refer to each academy's website for their name and contact details.

It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing, and making provision to meet these needs.

Governors must ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in academy activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015).
- Parents are notified if the academy decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in academy self-review.
- They set up appropriate staffing and funding arrangements and oversee the academy's work for pupils with SEND. Governors also play a major part in academy self-review.

In relation to SEND, **members of the governing body** will ensure that:

- They are involved in the development and monitoring of the academy's SEND policy, and that the academy will also be involved in its development.
- SEND provision is an integral part of the Academy Development Plan.
- The quality of SEND provision is regularly monitored.
- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the academy.

Headteachers are responsible for:

- The management of all aspects of the academy's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the executive special educational needs co-ordinator
- The deployment of all special educational needs personnel within the academy

- Has overall responsibility for monitoring and reporting to the governors about the implementation of the academy's SEND policy and the effects of inclusion policies on the academy as a whole.
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Individual academy SENDCOs are responsible for:

- Overseeing the day to day operation of the DEMAT SEND policy
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy'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 academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEN up to date
- Liaising with and advising other SEND staff
- Helping staff to identify pupils with special educational needs
- Carrying out and arranging assessments and observations of pupils with specific learning problems
- Preparing applications for EHCP needs assessments
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing academy assessment information, e.g. class-based assessments/records, end of year assessments, SATs, etc.
- Contributing to the in-service training of staff

Class Teachers are 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Liaising with the SENDCOs of the receiving academy and/or other primary academies to help provide a smooth transition from one academy to the other
- Meeting with the SENDCO to discuss additional needs and concerns.
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Making themselves aware of the academy's SEND Policy and procedures for identifying, monitoring, and supporting pupils with SEND.

- Meeting with parents of pupils with SEND to plan and set targets.
- Writing targets, agreeing strategies, reviewing, and collecting evidence for pupils as part of the academy's SEND procedures and paperwork.
- Meeting with professionals and implementing recommendations and advice.

Teaching assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the academy learning environments and areas.

9. Contacting the school about SEND provision

In the first instance parents should contact the class teacher, following this, contact the SENDCO. If you are not happy with the SEND provision at the school please contact the class teacher, SENDCO or the headteacher to share your concerns.

Any complaint made by the parents of a pupil with Special Educational Needs or Disabilities will be dealt with in the manner described in the academy Complaints Procedure.

10. Monitoring arrangements

This policy will be reviewed by Saima Din, INCLUSION LEADER/SENDCo, **annually**. It will also be updated if any changes to the information are made during the year.

It was approved by the Local Governing Body on Monday 28th September 2020

11. Links with other policies and documents

This policy links to individual academy SEN Information Report and policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1 - Graduated Response

Assess

In the assess stage of the graduated approach teachers gain a growing understanding of a pupil's needs. SEND Code of Practice suggests a range of sources of information that teachers can draw on:

- Teacher assessment and knowledge of the pupil
- Data on the pupil's progress, attainment and behaviour
- The individual's development in comparison with their peers
- The views and experience of parents
- The pupil's own views

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- Advice from external support services.

Plan

The education setting and parents need to agree the outcomes that the SEN support is intended to achieve, in other words, how the child or young person will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided and decide a date by which they will review this.

For pupils requiring SEN support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

Do

The education setting will put the planned support into place. Parents and carers may also have support and strategies that they can use at home. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track the child's progress and check that the support is being effective.

Review

Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEN. It is not necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the needs of children and young people.

Policy Review date: September 2021

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