



Special Educational Needs and Disability Policy March 2019

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Associated documents:	
<ul style="list-style-type: none"> • Special Educational Needs and Disabilities Procedure • Academy Information Report • Accessibility Policy and Plan • Admissions Policy • Equalities Policy • Health and Safety Policy 	
Links to	
<ul style="list-style-type: none"> • SEND Code of Practice 	

Transforming education: Transforming performance: Transforming lives

Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to provide children with excellent education, giving them the best opportunity to succeed in life. All of our academies are working towards being outstanding and achieving this relies on the commitment of our pupils, staff and wider community.

Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.



Iceni Academy Information relating to the SEND Policy

The SEND Link Governor is: Seth Charlesworth

The SENCo is: Sarah Turner

1. Introduction

The Department for Education (DfE) Code of Practice September. The new code reflects the changes introduced by the Children and Families Act 2014.

1.1 Special Educational Needs (SEN) Definition from SEN Code of Practice (page 15)

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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 schools or mainstream post-16 institutions

1.2 This policy outlines ATT's pledge and expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability Procedure in their academy Information Report to accompany this policy.

Specific responsibilities include:

Policy determination	Governors and Principal
Establishment of appropriate staffing	Governors and Principal
Monitoring work on SEND and holding staff to account for the progress of SEND pupils	Link Governor for SEN
Day to day management	Principal
Day to day operation	SENCo
Reporting on policy	Governors

The Trust's Vision

Our vision is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

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2. Aims

- 2.1 We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust (see our Equalities Policy). All pupils are fully included into the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved.

3. Objectives

- All of our pupils have an entitlement to receive quality first teaching so that they at least make good progress and realise their full potential;
- Each of our academies offer a rich and varied curriculum accessible to all abilities and needs;
- Academies work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs;
- We identify pupils with a special educational need or disability as early as possible and ensure their needs are met/supported;
- We make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training;
- Reasonable adjustments are made to support any pupil with a protected characteristic, helping them to realise their full potential.

4. Admissions

- 4.1 We support the guidance as set out in the admissions arrangements for all of our academies.

Our accessibility policy and individual academy plans define how we consider any issues, which may be a barrier to pupils' participation in academy life.

5. Roles and responsibilities

5.1 Our Principals:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in their planning;
- Determine the use of financial resources, staffing levels and staff deployment
- Support the SENCo in compiling the academy information report (local offer) and ensure it is reviewed and updated at least annually and published on the academy website;
- Ensure development and training for staff and Governors
- Monitor SEND performance data and report back to Governors;
- Ensure that the SENCo is a trained teacher and is a member of the senior leadership team (or has direct line management to the leadership team and holds the SENCO qualification).

5.2 Our local Governors:

- Appoint a Governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register and report back to the full governing body
- Have regard for the Code of Practice in all decisions
- Appoint the person responsible for the special needs (SENCo) and ensure the SENCo has sufficient time to carry out the strategic role
- Agree the academy's offer for pupils with special educational needs and disability (to be published on the academy website)
- Monitor performance regularly of pupils with special educational needs or a disability
- Have in place appropriate arrangements for dealing with complaints from parents with SEND pupils
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

5.3 Our local SENCo:

- Ensures a consistent whole academy approach to special needs and disability
- Ensures parents, carers and young people are fully involved in the decision-making process about their child's education
- Ensures high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people;
- Monitors the quality of teaching, impact of interventions and standards of pupils' achievements
- Supports all staff in the identification, assessment, planning and evaluation process
- Maintains an appropriate special educational needs register and its review when necessary (updated and shared with staff and Governors at least termly)
- Reviews (at least annually) the academy's information report which outlines the support and provision available in the academy for pupils identified with special educational needs or disability
- Presents an annual SEND report to Governors
- Seeks advice and support from other agencies
- Maps out interventions to include their impact on standards and the cost of each intervention
- Ensures SEND pupils participate in a full range of activities, including examinations in school and in addition to the curriculum
- Attends and participate in Trust-wide events to ensure consistent approaches and up-to-date knowledge.

5.4 Our local teachers:

- Take responsibility for the needs of all their pupils. "A teacher is a teacher of all pupils"
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Plan for the needs of all pupils in their care
- Meet half termly with leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning

- Lead reviews of progress including consulting and planning with parents (liaising with the SENCo).

5.5 We expect parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher
- Fulfill their obligations under home-academy agreement which sets out expectations of all parties
- Take heed of an academy's information report, which outline the support available in the academy.

6 Identification of SEND

6.1 When considering whether a pupil has special educational needs any of the following may be evident:

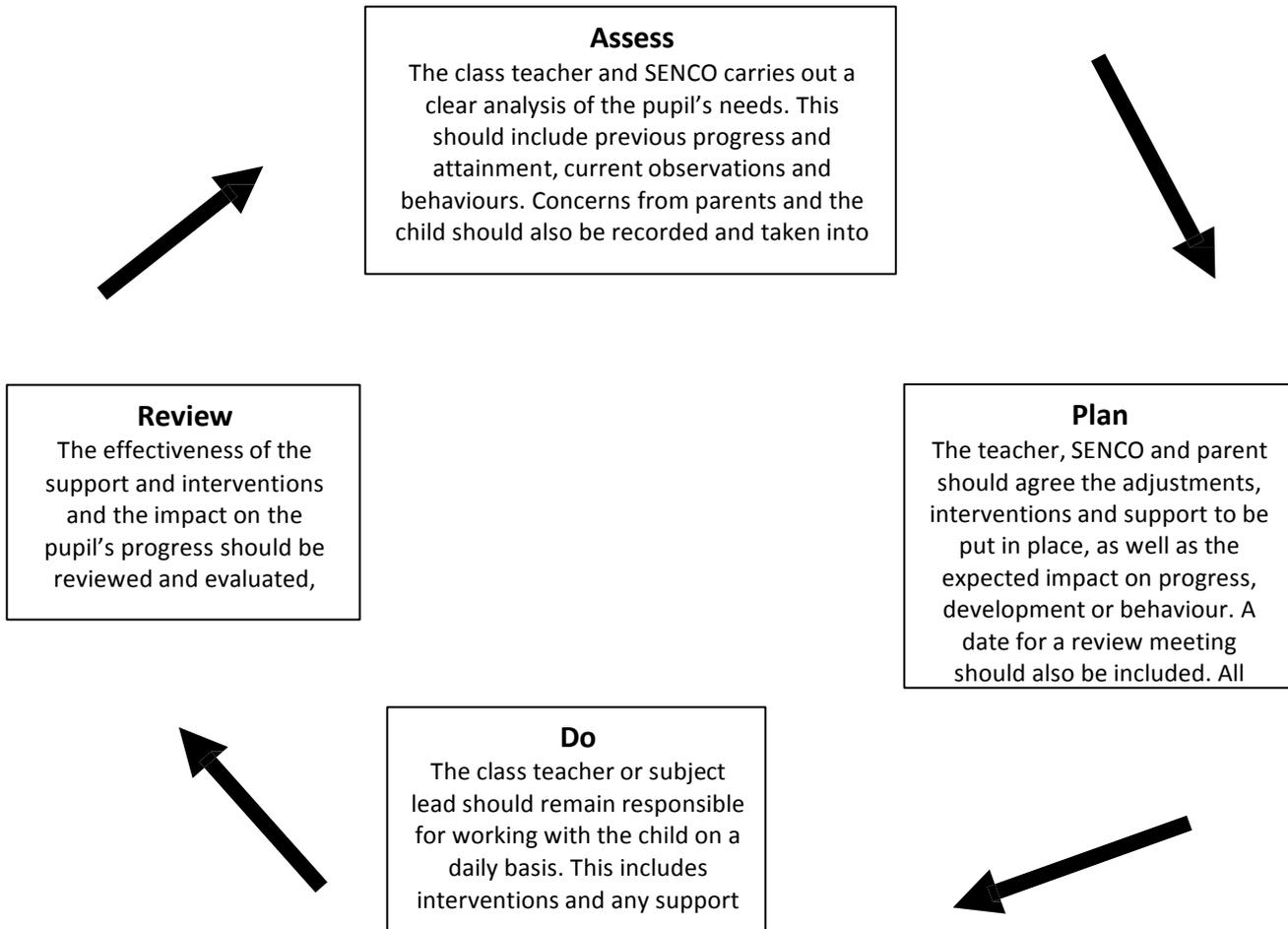
- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

6.2 There are four broad areas that should be considered when assessing a pupil with a special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Students may have needs that encompass more than one of these areas and therefore detailed assessments must be undertaken in order to provide the correct support.

6.3 SEN support should take the form of a four-part cycle where actions are revisited, refined and revised as the understanding of the pupil's needs grow and to ensure good outcomes are secured. This is known as the 'graduated approach' and draws on more detailed assessments, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil. The graduated approach has four main parts: **assess, plan, do** and **review**.



This cycle should be completed at least twice, over two terms. If no progress is made then the academy will apply for an Education Health Care Plan (EHCP) assessment, as shown in the table below:

SEN support	SEN+ (for data purposes only)	EHCP
Despite high quality teaching targeted at areas of weakness: <ul style="list-style-type: none"> The pupil is failing to make progress similar to that of their peers starting from the same baseline Progress is lower than made previously The attainment gap is not closing between the child and their peers. 	When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.	A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an assessment). This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists.

7 Referral for an Education, Health and Care Plan (EHCP)

7.1 The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary. This is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or another provider.

7.2 EHC plans must:

- Be focused on the outcomes the child or young person seek to achieve across education, health and care
- Set out how services will work together to meet the child's or young person's needs
- Be based on a coordinated assessment and planning process which puts the child and young person and their parents at the center of decision making.

8 Allocation of Resources and Evaluation

8.1 ATT's Achievement Strategy outlines the processes for assessing, tracking and reviewing pupil progress

8.2 The link Governor for SEND will meet regularly with the SENCo to ensure pupils needs are being met and that reasonable adjustments are made for pupils when necessary

8.3 Each academy will publish their "offer" on the academy website which outline the support and provision available to help SEND pupils to have full access to the curriculum and academy life. This is reviewed annually

8.4 Resources are allocated using the feedback from staff, parents and the pupil. The impact of the resources, whatever they might be, is regularly reviewed and adjusted or changed as necessary. The cost of these resources is recorded. Academy Information Reports found on academy websites outline in detail the resources available to allow pupils full access to the curriculum

8.5 A provision map shows historical and current assessment information and a record of any interventions and the impact of these.