



Marches Academy Trust

Date of last review: December 2016

Special Educational Needs Policy

CONTENTS

- 1. Basic Information about SEN Provision 3**
 - 1.1 Objectives 3
 - 1.2 Principles and Management 4
 - 1.3 Role of the Governing Body 4
 - 1.4 Admissions 5

- 2. Identifying Special Educational Needs 5**
 - 2.1 Identification and assessment..... 5
 - 2.2 A graduated approach to SEN Support.....6
 - 2.3 The SEN register..... 6

- 3. Partnerships.....7**
 - 3.1 Partnership with external agencies 7
 - 3.2 Partnership with parents/carers 7
 - 3.3 Partnership with students 8
 - 3.4 Transition Partnerships 8

- 4. Managing and supporting students with medical conditions.....9**

- 5. Monitoring and evaluation of SEND..... 9**

- 6. Reviewing the SEND policy.....9**

- 7. Accessibility.....9**

- 8. Procedures for concerns..... 10**

1.1 Objectives:

The Trust strives to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and set challenging targets for all our students. We deliver a broad and balanced curriculum for all students enabling them to aspire for the best opportunities as they enter adulthood. We focus on the outcomes of our students and not solely on hours of provision and support.

How will we achieve our aims?

- We will work within the guidance provided in the SEND Code of Practice 2014.
- We will identify through the Whole School Monitoring system and individual staff feedback, the students whose progress is inadequate or insufficient.
- We will operate a Whole School approach to the management and provision of support for special educational needs – always considering the ‘student as a whole’
- We will provide support and advice for all staff working with special educational needs.
- We will work in partnership with students and parents/carers to enable all students to aspire to achieve their best.

1.2 Principles and management:

As defined in the SEND Code of Practice 2014, a pupil has SEND:

‘Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age’ (6.15).

The Trust monitors the progress of all students and will identify students 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 individual student and their peers’
- ‘widens the attainment gap’ (6.17)

In particular we endeavour to monitor all students who are not making adequate progress in the four areas specified in the Code.

- Communication & Interaction (6.28/6.29).
- Cognition & Learning (6.30/6.31).
- Social, Emotional & Mental Health (6.32/6.33).
- Sensory and/or Physical Needs (6.34/6.35).

We believe in the principles of inclusive education and the vast majority of students are fully integrated into all mainstream classes.

We believe that all practitioners are teachers of students with SEND and that the majority of student needs can be met within the classroom through high quality teaching and appropriate differentiation and in-class intervention.

The Trust recognises the right of the student with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student, however it also recognises that a small number of pupils, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or out.

We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all students under the duties outlined in the Equality Act 2010.

We work closely with all parents/carers to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum. In line with the SEND Code of Practice 2014 (6.65) we aim to meet parents/carers three times per year as part of our person centred planning.

In addition we work with the students to develop their own picture of their needs and the support that they find most beneficial.

Students with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school.

The persons responsible for SEND in the Trust are:

- All staff
- Mrs Holdsworth – SENCO (Marches) / Ms Johnson SENCO (SJT)
- Mrs Longville – CEO / Executive Headteacher
- Mrs Jones and Mr Wiggins – Governor (Marches)
- Cllr Mullock – Governor (SJT)

1.3 Role of the Governing Body

A Governor at each school has responsibility for SEN.

The Governing body should:

- Ensure that provision is made for students who have SEN.
- Ensure that the needs of students with SEN are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those children with SEN.
- Consult the LEA and the Governing Bodies of other schools when necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a student with SEN participates with all students in the activities of the school together, so far as is reasonably practical and compatible with the child receiving

the SEN provision, their learning needs requirement and the effective education of the students with whom they are educated and the efficient use of resources.

- Report to parents/carers on the implementation of the school's policy for students with SEN.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties to students with SEN
- Ensure that parents/carers are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- Our SEN Governor liaises closely with the SENCO and is fully informed about all matters relating to the department.
- SEN provision is an integral part of each school's, School Development Plan.

1.4 Admissions:

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Students with Statements or Education, Health and Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

2. Identifying special educational needs

2.1 Identification and Assessment

The Trust endeavours to monitor all students who are not making adequate progression in the four areas specified in the SEND Code of Practice 2014:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

This policy should also be read alongside 'The Local Offer' which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.

We recognise individual strengths and look to use well-evidenced interventions to allow our students to grow.

Our partnership with parents/carers is key in the development of interventions to meet the need of the 'whole child' to enable their child to achieve their best, become confident individuals and make a successful transition into adulthood.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEND:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a Child of Servicemen/women

2.2 A graduated approach to SEN Support:

- In the Trust we provide high quality teaching. This is regularly reviewed by senior staff and middle Leaders
- The class teacher is the first step in identifying students who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of pupils in their class – those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching. This is 'Quality First Teaching'.
- Through staff appraisal and a proactive approach towards Teaching & Learning we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable students and knowledge of the areas of SEND frequently encountered.
- In considering whether a student needs special educational provision we will look at the overall desired outcomes – the teacher and SENCO considering all the information within school, National data and expectations of progress. This will then determine whether something *different or additional is required*.
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** – Assessments of students, **PLAN** – Planning for any additional in-class intervention, **DO** – Implementing intervention and then **REVIEW** – Reviewing the impact of the in-class work before a student should be identified as SEN.

2.3 The SEN register:

- The SEN register is reviewed termly following the completion of the Whole School assessment and monitoring progress.
- Parents/carers are informed of consideration to changes of the level of input (increase or decrease) their child will receive - a discussion with the parent and child will be key in this process.
- Students with Statements (or Education, Health & Care Plans upon conversion) will have a One Page Profile and Person Centred Plan – The Plan, in agreement with parents/carers and students, will agree what the students (and parents/carers) feels supports them and suggests strategies for use in the classroom by the teacher.

- The Person Centred Plan will have termly targets specifically looking at the identified areas of difficulty; progress will be against the expected outcomes. This review will take place by the SENCO and SEN Team.
- Students at SEN Support also have One Page Profiles and Person Centred Plans – these students may receive additional input through external services.

3. Partnerships

3.1 Partnership with external agencies:

The Trust works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include:

- Educational Psychologist
- Learning Support Advisory Team
- ENHANCE
- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing impaired students
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS
- Autism West Midlands
- Lifelines (Bereavement Service)
- Shropshire Youth (Shropshire Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Shropshire Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- Multi Cultural Service

Many of these services are now ‘traded’ and the school has a Service Level Agreement in place for some services that we use more regularly.

3.2 Partnerships with Parents/Carers:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in student planners.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the IASS (Information, Advice & Support Service) for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of cooperation between parents/carers, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- The Trust has a 'Special Educational Needs and Disabilities' section on the school websites and it provides links for parents/carers to:
 - SEND Information Report
 - 'Local Offer'
 - SEND Policy
- Parents/carers can also access other school policies including our Admissions Policy via our Website.

3.3 Partnership with students:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Students participate where possible in all the decision making processes by:
 - Being central to person-centred planning in assess, plan, do, review meetings (person-centred meetings) and setting targets
 - Contributing to their One Page Profiles and Person Centred Plans through individual consultation with a member of staff
 - Discussing option choices.
 - Discussing their needs and problems.
 - Annual reviews and termly person-centred meetings.

3.4 Transition Partnerships:

- A member of the SEND Department attends SEND reviews at partner primary schools.
- All feeder primary schools are visited by the SENCO / assistant to gather information about incoming students.
- SENCO or assistant attend termly primary school Education In Partnership meetings.
- A transition programme is provided for vulnerable Year 6 SEND students, in liaison with parents / carers and primary staff.
- Shropshire Youth provide support and advice on post 16 provision for SEND students.
- Post 16 providers invited to annual reviews for Year 11 statement and Education, Health and Care Plan students.
- Additional adult support is provided on taster days/interviews for vulnerable students.

4. Managing and supporting students with medical conditions in The Trust

- The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will make 'reasonable adjustments' to comply with its duties under the Equality Act 2010.
- The policy for supporting students with identified medical needs is available on the school website. Health Care plans are retained at the school medical office with specific individual student advice.

5. Monitoring and evaluation of SEND

- Monitoring and evaluation of SEN students is through analysis of termly pillar data, regular contact with parents/carers within Assess, Plan, Do, Review meetings, termly review of intervention impact and feedback from subject staff and teaching assistant record of progress.
- The SEND Policy is subject to annual review and should be read alongside other school policies.
- The SENCO regularly reports back to the Associate Headteacher.
- The Link Governor completes an annual SEND report.
- There is at least an annual visit from the SEND Governor.
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments.

6. Reviewing the SEND policy

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND policy should also be read alongside the Disability and Accessibility policy and the School Local Offer.
- The Governors receive an amended/updated policy annually.

7. Accessibility

- The Trust has a duty under the Equality Act 2010 to increase its accessibility for disabled pupils.
- The Trust has an Accessibility Plan which outlines its strategies.
- We endeavour to offer all curriculum opportunities and activities available to all students and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.
- Staff receive input from the Hearing and Sensory (Visual) Team to enable them to adapt their teaching methods and confidently use hearing monitors and adapt materials or the learning environment to support students with visual impairment.
- Parents/carers of students with disabilities receive information through letter, web-site, text and e-mail and sometimes through a follow up telephone call depending often on their preferred method of communication.

8. Procedures for Concerns

- The Trust endeavours to do our best for all students but if there are any concerns we encourage those concerned to approach, in the first instance, the SENCO directly and then if unresolved, the Headteacher. A response will be made as soon as possible.
- Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

Reviewed and Updated December 2016