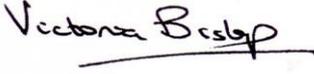


Title	SEND Policy
Reviewed	September 2018
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Associated Policies	Inclusion EAL G+T Equality Cohesion and Extremism Accessibility Plan Child Protection
Originator	T. Ali E. Nichols
Approved	

Contents

1. Legislative Compliance.....	4
2. Purpose of the policy	4
3. Rationale of policy.....	4
4. Aims and Objectives of this Policy	5
5. Provision at SCHA.....	5
6. Provision at Oakway Academy.....	5
7. Provision at Ecton Village Primary Academy	6
8. Provision at Victoria Academy	6
9. Admission Arrangements.....	6
9.1 Sir Christopher Hatton Academy	6
9.2 Ecton Village Primary	6
9.3 Oakway Academy.....	6
9.4 Victoria Primary Academy.....	7
9.5 Hatton Academies Trust	7
10. Defining SEND	7
11. Cognition and learning.....	8
12. Social emotional and mental health	8
13. Communication and Interaction	8
14. Sensory and/or physical needs	9
15 Graduated response to SEND at SCHA.....	9
16 Graduated response to SEND at Victoria Primary Academy (VPA).....	9
17 Graduated response to SEND at Oakway Academy.....	10
18. Graduated response to SEND at Ecton	10
19. Academy Summary	10
19.1 Stage 1 Quality First Teaching.....	10
19.2 Identification and Assessment at Stage 1	11
20. Curriculum Access and Provision for vulnerable learners	11
21. Stage 2 Additional SEN Support	13
22. Stage 3 Statement of Special Educational Needs or Education Health and Care Plan	14
23. Ongoing Assessment, Monitoring and Evaluation.....	14
24. Roles.....	15
24.1 Senior Assistant Principal/Principal/Vice Principal with SEN line management	15
24.2 Special Educational Needs Coordinator.....	15

24.3 Class teacher	16
25. EHCP	16
26. Training	16
27. Equipment and Provision	17
28. Partnership with Parents/Carers	17
29. Involvement of Pupils	18
30. Effective Transition of Children into Year 7 at SCHA	18
31. Complaints	18
32. Links with Other Services	18

1. Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 (update May 2015)
- Ofsted Section 5 Inspection Framework August 2016
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2011
- Education Bill 2011
- Children and Families Act 2014
- Teachers Standards 2012

2. Purpose of the Policy

This document outlines how the academies in Hatton Academies Trust adopt a ‘whole school approach’ in meeting the needs of the students with SEND to ensure each student has the opportunity to reach their full potential. The staff who work within the trust are committed to ensuring students are given the best opportunities in order to achieve optimal educational outcomes.

3. Rationale of the Policy

Hatton Academies Trust is committed to ensuring all children and young people are given opportunities to achieve, have positive outcomes and be valued members of the academy community. This policy aims to:

- Describe the philosophy that the Trust adopts in meeting the special educational needs of students.
- Ensure that the education of all students is the responsibility of all staff in the Trust and that work is differentiated to meet their needs.
- All teachers and teachers of students with special educational needs. All teachers are responsible and accountable for the progress learners make in their classes, even where they access additional support from learning assistants and support from additional special needs staff.

Teaching and supporting students with SEND is within each academy a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires an integrated and collaborative approach where staff need to work together with the students, families, local authority and any additional agencies.

As an inclusive Trust we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the academy’s devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil’s and the academy’s needs make that a necessity. As the academies within Hatton Academies Trust are mainstream, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are

significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special academy. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

4. Aims and Objectives of This Policy

The aims of our SEND policy and practice within Hatton Academies Trust are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To set targets that link to the students' needs and focus on outcomes.
- To provide ongoing training to staff in order they can support and differentiate to meet the learners needs.
- To carefully map provision for all learners, but especially vulnerable learners.
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

5. Provision at SCHA

The SENCo is responsible for making the arrangements of provision for SEND across the Academy. This is done with close liaison to the senior leadership team. A team of specialist support staff work alongside the SENCo to deliver support to students with SEND both within and outside of the classroom.

In addition to teaching staff, support of SEND is delivered by the:

- SENCo (Liz Nichols)
- X 2 Assistant SENCos (Mel Murphy and Kevin Moore)
- HLTA – literacy and SEN support, mainly withdrawal (Jane Murphy)
- Learning assistant, with a focus on autism, withdrawal and in class support (Jackie Lewis)
- Learning assistant for Science (Karen Edwards)
- Learning assistant for Pupil premium and SEND (Jayne Goodman)

6. Provision at Oakway Academy

The SENCo is responsible for leading SEND which is done in close liaison with the senior leadership team. A team of specialists work alongside the SENCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

- Assistant SENCO
- 2 speech and language TAs
- 1 level 4 TA-literacy support 1:1

- 1 level 4 TA- counsellor
- 3 welfare officers delivering ELSA, Drawing and Talking and Growing optimism

7. Provision at Ecton Village Primary Academy

The SENCo is responsible for leading SEND which is done in close liaison with the senior leadership team. A team of specialists work alongside the SENCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

- SENCo Lisa Blackwood
- Teaching assistants (Level 1 and Level 3) focus on numeracy and literacy intervention and SEMH interventions

8. Provision at Victoria Primary Academy

The SENCo is responsible for leading SEND which is done in close liaison with the senior leadership team. A team of specialists work alongside the SENCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

SENCo
12 TAs Level 2
1 TA Level 3
6 HLTAs
2 Inclusion support officers

9. Admission Arrangements

9.1 Sir Christopher Hatton Academy

Currently admission to SCHA is in line with the academy and LA policies; a place at Sir Christopher Hatton Academy is available to a student with SEND provided that:

- The place is selected as a parental preference (SEND Code of practice 2014)
- The student's special educational needs can be met by the academy
- Other pupils will not be disadvantaged
- Resources will be used efficiently

9.2 Ecton Village Primary Academy

No child will be refused admission to the academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (*See Admission policy*)

9.3 Oakway Academy

No child will be refused admission to the academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy*).

9.4 Victoria Primary Academy

No child will be refused admission to the academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see *Admission policy*).

9.5 Hatton Academies Trust

Under the Special Educational Needs and Disability Regulations 2014 (SENDA) Hatton Academies Trust has a duty not to discriminate against a disabled student:

- In the arrangements they make for determining admission of pupils to the school. (This includes any criteria for deciding who will be admitted to the school and when it is over subscribed, and it includes the operation of those criteria).
- In the terms on which the responsible body offers pupils admissions to the school.
- By referring to deliberately omitting to accept an application for admission to the school from someone who is disabled. (Equality Act 2010)

10. Defining SEND

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

Students on the SEND register will have special needs that broadly cross the following four areas of SEND as stated in the Code of Practice 2014.

- Cognition and learning

- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and or physical

11. Cognition and Learning

Children with learning needs may learn at a slower pace and may have difficulties developing literacy and numeracy skills and understanding new concepts taught. These learning needs can be in addition to other special educational needs. Children with a Specific learning difficulty (SpLD) will have difficulties of one or more of; dyslexia (literacy); dyscalculia (numeracy); dyspraxia (coordination); dysgraphia (writing). Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (MPLD)

12. Social Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in a number of ways. These may include a child becoming withdrawn, isolated or displaying challenging and disruptive behaviour. These difficulties may be the result of underlying mental health issues such as substance abuse, self harm, depression, anxiety, eating disorders or other unrelated medical condition.

Other children may have attention deficit disorder (ADD); oppositional defiance disorder (ODD); attention deficit hyperactivity disorder (ADHD); or attachment disorder (AD). Social and emotional and mental health difficulties include:

- Attention deficit disorder (ADD)
- Attention deficit hyperactivity disorder (ADHD)
- Oppositional defiance disorder (ODD)
- Attachment disorder (AD)

13. Communication and Interaction

Children with speech, language or communication difficulties (SLCD) can have difficulty in communicating with others which can affect their progress in school. The profile for every student with SLCD is different and their needs can change over time. Some students such as those with autism and Asperger's syndrome may have significant difficulties with social interaction, they may also have difficulties with language, communication and interaction which can impact on how they relate to others.

Speech and interaction can include:

- Speech, language and communication difficulties (SLCD)
- Autism (including Asperger's syndrome)

14. Sensory and/or Physical Needs

Children who require special educational provision can have needs to an extent which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-Sensory impairment (MSI)
- Physical disability (PD)

There are a number of additional factors that may affect progress but alone do not constitute SEND but can impact on progress:

- Disability
- EAL
- Attendance and punctuality
- Health and welfare
- Pupil premium
- Behaviour (is no longer a definition of SEN but noted as a response to a need)
- Looked after children (LAC)
- Being the son/ daughter of a serviceman/ woman.

15. Graduated Response to SEND at SCHA

Following guidance from the Code of practice 2014 SCHA adopt early identification following a graduated response.

In addition to transition meetings held with parents and primary schools, further evidence is gathered to ensure any student with SEND is identified as early as possible. Students in year 7 complete a range of assessments as part of this early identification process:

- GL assessments
- Accelerated Reader STAR tests
- Class assessments (across the curriculum)

Responding to the needs of students with SEND should be a graduated response as per the SEND code of practice 2014.

16. Graduated Response to SEND at Victoria Primary Academy (VPA)

Following guidance from the Code of practice 2014, VPA adopt early identification following a graduated response.

From Reception right through until year 6 there is continual monitoring of student progress by the class teacher (and any other additional teachers). Any concerns raised either by the teacher or by a parent are referred to the SENCo for further investigation. A weekly

dedicated meeting time is in place for teachers to meet with the SENCO regarding concerns and identification of SEN for specific children. A number of assessments may then be used as part of this identification process:

- Lucid dyslexia screening
- RWI assessments
- Class based assessments
- Boxall Profile
- Strengths and Difficulties questionnaire

17. Graduated Response to SEND at Oakway Academy

Following guidance from the Code of practice 2014, Oakway adopt early identification following a graduated response.

Children are identified through teacher referrals to the inclusion team and pupil progress meetings. Appropriate actions are identified from these referrals. Progress is monitored through pupil progress meetings, learning plan targets and intervention targets. Children are assessed in a variety of ways:

- Boxall profile
- Wellcomm language assessment
- Symphony Assessment System
- SDQ

18. Graduated Response to SEND at Ecton Village Primary Academy

Following guidance from the Code of practice 2014 Ecton adopt early identification following a graduated response.

Children are identified through teacher referrals to the inclusion team and pupil progress meetings. Appropriate actions are identified from these referrals. Progress is monitored through pupil progress meetings, learning plan targets and intervention targets. Children are assessed in a variety of ways:

- Symphony Assessment System
- Read, Write, Inc. is used to track progress
- Boxall profile.

19. Academy Summary

Once a student is identified there is a graduated response that is followed, in line with the SEND 2014 guidance as documented within this policy. Each academy follows their own response path as is individual to the students and intake they each have.

19.1 Stage 1 Quality First Teaching

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the academy as needing to make accelerated progress but will not necessarily be pupils with special

educational needs. This is considered to be a differentiation of the usual academy curriculum – not a special intervention for pupils with SEN.

- All vulnerable learners will be included on a detailed whole-academy provision map which outlines and monitors all additional intervention across the academy. The whole academy provision map enables the academy to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LA, external agencies and Ofsted about resource deployment
 - Focus attention on academy wide issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

19.2 Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including KS2 scores, reading ages, in-house progress data and other whole-academy pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- liaison with feeder nursery schools
- liaison with feeder primaries on transfer or previous schools on in-year transfer
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the academy's devolved budget or in receipt of High Needs funding.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

20. Curriculum Access and Provision for vulnerable learners

Sir Christopher Hatton Academy

Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Teachers differentiate work as part of quality first teaching

- Other small group withdrawal for numeracy and literacy e.g. Wordwasp, Morphographs.
- Withdrawal and support for students with ASD is provided and tailored to the individual.
- Individual class support / individual withdrawal.
- Further differentiation of resources, including enlarging for VI
- Peer buddies
- Reading champions
- Homework club
- Breakfast/break/lunch club

- Safe room
- Social skills workshops

Victoria Primary Academy

Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Further differentiation of resources
- Lucid rapid screening for dyslexia
- Community paediatrics referrals
- SALT, OT referrals
- Boxall profile
- HTLA delivers Talking success intervention

Oakway Academy

Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Use of fiddlers, visual timetables, workstations,
- Lunchtime nurture / support groups.
- Speech therapy sessions
- Variety of counselling / self-esteem programmes of intervention
- Use of technology / laptops/ touch typing
- Occupational therapy / physiotherapy interventions
- Individual reward charts / behaviour charts
- Superflex
- Social detectives
- Withdrawal from class for 1:1 intervention
- Pastoral support for children with SEMH
- 1 TA offers counselling and Therapy for students with SEMH

Ecton Village Primary Academy

Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support

- Individual withdrawal
- Access to materials in adapted large print
- Further differentiation of resources,
- Speech and Language Therapy
- Occupational therapy
- Social skills group
- Mindfulness group
- Meet and Greet
- Change for Life
- Drawing and Talking
- A variety of self-esteem interventions

21. Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the academy i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the academy’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-academy provision map.
- Some students will require access to High Needs funding.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Personal Learning Plan (PLP) is required.
- Our approach to PLPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our PLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our PLPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our PLPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our PLPs will be based on informed assessment and will include the input of outside agencies.
 - Our PLPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our PLPs will aim to have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our PLPs will specify how often the target(s) will be covered
 - Our PLPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an PLP will be arrived at through :

- Discussion between teacher and SENCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional where appropriate
- Our PLPs will be reviewed at least twice a year by the SEN team in consultation with teachers and stakeholders.

22. Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

The Trust will comply with all local arrangements and procedures when applying for

- High Needs Block Funding
- An Education Health and Care Plan
- and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support

Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice

23. Ongoing Assessment, Monitoring and Evaluation

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through.

- The academy's generic processes for tracking the progress of all pupils with specific breakdown within the *inclusion report*.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need (conducted as a part of the *morning meeting* caseload process).
- Annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014).

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups.
- work sampling.
- teacher liaison with the SENCO.
- informal feedback from all staff.
- pupil interviews when setting new PLP targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes).
- monitoring PLPs and PLP targets, evaluating the impact of PLPs on pupils' progress.
- attendance records and liaison with EES.
- regular meetings about pupils' progress between the SENCO and pastoral leaders.

24. Roles

24.1 Senior Assistant Principal/Principal/Vice Principal with SEN line management

On behalf of the Executive Principal the Senior Assistant Principal is responsible for:

- monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- delegating the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- informing the Associate Principal/Principal of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-academy pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (devolved to Senior Assistant Principal and/or SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

24.2 Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs.
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the academy's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for vulnerable learners (those with special educational needs).
- Liaise with teachers to review progress and to provide advice on teaching using the 'notes on needs' system
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- liaising with the academy's SEND Director, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within the academy).
- liaising closely with a range of outside agencies to support vulnerable learners,

24.3 Class teacher

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Providing feedback to the SENCO regarding progress towards PLP targets and suggestions for new targets

25. EHCP

As statements have now concluded they have been replaced by an Education Healthcare Plan (EHCP). The Trust is following the agreed deadlines in order to ensure EHCP review meetings are held to decide whether the statement should be transferred to an EHCP. This meeting is held with all relevant professionals and parents applicable to a child.

An EHCP is a legally binding document which sets out the needs of the student and the provisions that need to be put in place. Every year the school must carry out an annual review which the parents and any agencies who work with the young person can attend in order to discuss the student’s progress.

Each academy follows a person centred approach in completing the review process and taking on board the views of the young person. The LA follow guidance from Helen Sanderson Associates and request schools complete a one page profile with the student. These provide guidance from a child’s perspective about how they learn best, in addition a relationship circle is also completed and submitted with the transfer process. This ensures the views of the young person are at the centre of providing for their needs.

Where it is felt that a statutory assessment is required for a student in order to address their needs the SENCO carries out an initial assessment which includes:

- Teacher feedback
- Classroom observations
- Educational psychology advice (as appropriate)
- Parental advice and feedback
- Academic assessment information

Where there is evidence and the need for a statutory assessment the SENCo will request such an assessment from the education and healthcare team at the local authority. The team request information or carry out their own investigations to collate evidence, with this information the SEN panel will then make a decision.

26. Training

- In accordance with Section 6 of the SEN Code of Practice 2014 our Special Educational Needs Coordinators are qualified teachers working in our academies and will have statutory accreditation.

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our academy may join with other schools in joint commissioning and quality assurance arrangements.

27. Equipment and Provision

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

28. Partnership with Parents/Carers

The Trust aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the academy will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the academy can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Information Advice Support Service (IASS) services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

29. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning *this can be done at the pre annual review meeting to discuss targets and in completing the one page profile.*
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

For all students who have a statement or who have an EHCP they will have a one page profile completed alongside a relationship circle. This are requested by the County SEN team as part of the annual review process and provides the young person with a voice – this is part of a strategy with the EHCP where students are at the centre of process ‘person centred thinking’. Our academies follow guidance supplied by the LA in order to complete these documents.

30. Effective Transition of Children into Year 7 at SCHA

- Transition from primary to secondary is supported by close liaison between the feeder school and SCHA. This process may involve parents as appropriate and as requested by the primary school.
- Transition between key stages is supported by an option evening and opportunities for EHCP students to discuss at annual review meetings. For other SEN students support through pastoral systems such as form time and assemblies provides information about these academic changes. Further support and advice can be provided by the SEND department as requested.
- We will ensure early and timely planning for transfer to a pupil’s next phase of education.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

31. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the SENCO, then, if unresolved, by the Academy Principal. The Director with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Directors complaints procedure (see separate Complaints Policy)

32. Links with Other Services

Effective working links will also be maintained with:

Northamptonshire Educational Psychology Service:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education Entitlement Team: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service:

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

Northamptonshire County Council's Local Offer is published at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>