



Bacton
Primary School



Cedars Park
Primary School



Mendlesham
Primary School



Stowupland
High School



The John Milton
Sixth Form
AT STOWUPLAND HIGH SCHOOL



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

Special Educational Needs and Disability Policy

JMAT 046

History:

	Adoption / Review	Lead Personnel	Trust Board / Trust Committee	Review Date	Comments
V1	September 2021	CEO	Full Board	Summer 2023	

This is a Trust wide policy. Local details and procedures are included in the school SEN Information Report.

Contents

Item		page
1.	Guiding Principles	2
2.	Principles into Practice	3
3.	Related Documents	3
4.	Aims of the Policy	4
5.	Definition of SEND	5
6.	The Inclusion/SEND Department: Roles and Responsibilities	5
7.	Identification, assessment and recording	6-7
8.	Accessibility	7
9.	Training	7
10	Transition	8

This policy has been written in consultation with The Trust Board, Senior Leaders and SENDCos representing each school across the Trust, and it will be reviewed every two years. This policy must be made available to parents and carers of pupils at the following schools:

- Bacton Primary School
- Cedars Park Primary School
- Mendlesham Primary School
- Stowupland High School

1. Guiding Principles

- A. The Trust is committed to providing an ethos that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for pupils with special educational needs and/or disabilities.
- B. The Trust accepts that some pupils have special educational needs that will range in severity and in origin either throughout, or at some time during, their academy careers and that these needs must be addressed and provided for in a wide variety of ways.
- C. The Trust accepts that all pupils, including children with special educational needs and/or disabilities, should have an entitlement to, and the greatest possible access to, a broad and balanced education.
- D. The Trust accepts that pupils with special educational needs and/or disabilities should be integrated fully into all aspects of the academy, and this should be done without stigma, prejudice or discrimination.
- E. The Trust follows the agreed guidelines in the SEND Code of Practice.
- F. The Trust accepts that in order to identify, assess and provide effectively for pupils' special educational needs, there should be the greatest possible degree of partnership between school staff, parents or carers and other outside agencies.
- G. The Trust, in meeting the special educational needs and/or disabilities of its pupils, will have full regard to the views of the parents/ carers and the child.

2. Principles into Practice

Putting the general principles into practice necessitates that all subject teachers, tutors and pastoral staff have a role to play in meeting the special educational needs of our pupils. The following factors all contribute to successful special needs education, and it is the responsibility of all staff individually and collectively to bring them to fruition:

- an assurance that pupils with Special Educational Needs and Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective differentiation. This allows all pupils to access learning in a safe and happy environment, supplemented by effectively targeted interventions;
- an assurance that parents/carers of pupils with Special Educational Needs and/or Disabilities are fully informed of their child's progress, support and interventions;
- a curriculum differentiated to meet individual needs;
- appropriate resources and equipment;
- specialist teaching of basic skills;
- some pupils with SEND may need an enhanced level of provision. Extra support, time and attention will be provided;
- a robust process for evaluating the effectiveness of interventions is in place;
- a positive environment and organisation;
- positive attitudes;
- working with parents or carers to ensure effective monitoring and reviewing of needs;
- identification and assessment procedures;
- advice, support and training from specialist teachers and external agencies engaged in special educational needs and disabilities;
- effective response and action in relation to all advice from external agencies when evaluating a student's provision;
- understanding of special educational needs and disabilities, and their educational, social and personal implications.

3. Related documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (Jan 2015) and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Code of Practice: 0-25 Years (Jan 2015);
- Children and Families Act 2014;
- The Equality Act (2010);
- Suffolk's Local offer for SEND;
- The Annual SEND Information Report for each school;
- The accessibility plan for each school;
- DfE Statutory Guidance: Supporting Pupils at School with Medical Conditions (Dec 2015);
- Teachers Standards;
- Education Endowment Foundation Guidance: Supporting Pupils with SEND.

4. Aims of the policy

- 4.1 The SEND Policy seeks to support the guiding principles of the Trust by recognising the need to provide the structure for a learner-centred process that engages students, pupils, families, the school and other professionals in planning for, and implementing high quality, needs-led provision that is consistent across all schools.
- 4.2 The Trust will ensure that all our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all pupils, whatever their needs or abilities, as a result of everyone working together.

The aims of this SEND policy are to:

- ensure that each school complies with the requirements of the Children’s and Families Act 2014, the SEND Code of Practice Jan 2015 and other statutory guidance;
- ensure the Equality Act of 2010 duties for pupils with disabilities are met;
- ensure that pupils with SEND are identified as early as possible;
- implement a graduated approach to meeting the needs of pupils using the: Plan, Do, Review process;
- ensure that teachers and staff monitor the progress of all pupils as continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to reach their full potential;
- consider the view of the pupils with SEND in all arrangements;
- work closely with parents/carers and support agencies, other external agencies including those from Health and Social Care, to ensure clear communications and sharing of expertise in the best interest of the student;
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- encourage high standards of achievements and rapid, sustained progress by all students and pupils;
- create a climate of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective methods for differentiation;
- share expertise and good practice across each school, the Trust and the local learning community;
- make efficient and effective use of school resources;
- provide curriculum access for all;
- ensure pupils with medical conditions will have a medical diagnosis, but understand that not all pupils with medical conditions will have special educational needs. Where pupils with medical conditions also have SEND, their provision will have regard to the statutory guidance ‘Supporting Pupils at School with Medical Conditions’;
- enable all staff to meet identified student needs through efficient communication systems and effective CPD.

5. Definition of SEND

5.1 A child or young person has a SEND if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) have a significantly greater need in learning than the majority of others of the same age;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5.2. A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision were not made for them. (Special Educational Needs and Disability, Code of Practice: 0-25 years, Jan 2015).

5.3 Pupils on the SEND register will have needs that cut across the following four broad areas of SEND.

As stated in the Code of Practice for SEND 2015 these are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or physical

6. The Inclusion/SEND Team: Roles and Responsibilities

6.1 The Inclusion Teams within each of our primary and secondary schools have a pivotal role to play in facilitating and co-ordinating the MAT-wide approach to special educational needs. The SEND team, which includes a combination of specialist teachers and trained Teaching and Learning Assistants, works in partnership with all staff in their various roles as subject teachers, form tutors and pastoral staff to ensure the effective and efficient implementation of the Trust and school policies and procedures for special needs.

6.2 It is the responsibility of the Senior Leader for inclusion and the SENCO working with their team, to ensure the day-to-day operation of the SEND Policy. In fulfilling this responsibility, the Inclusion Team will carry out a wide variety of roles and services which are explained in the policy statements that follow.

They include:

- supporting pupils in a variety of ways;
- direct teaching of basic skills programmes;
- coordinating provision across curriculum areas ensuring continuity across key stages;
- identifying and assessing pupils' needs;
- planning, monitoring and reviewing progress;
- registering special needs and keeping records;
- liaising with external agencies and institutions;
- liaising with parents/carers;
- liaising with, and advising, staff on good curriculum provision and delivery for SEND pupils
- supporting and providing training to school staff as appropriate.

7. Identification, assessment and recording

The Trust has criteria for entry/exit to the SEND register. We identify a pupil as having a Special Educational Need in the following ways:

- concerns raised by parents/carers, teachers, or the child;
- liaison with previous school or setting;
- limited progress being made and attainment below age expected levels;
- disability/Health diagnosis;
- liaison with external agencies and professionals;
- termly pupil progress meeting and progress tracking by staff and SENDCO.

7.1 Identifying Pupils and placing them on the SEND register

Students/pupils are placed on a school's SEND register based on a continuous 4-part process outlined by the Code of Practice. Schools will take action to remove barriers to learning and put effective special educational provision in place. Within the cycle, schools will revisit earlier decisions and actions with the aim to refine and revise these with a growing understanding of a learner's needs, and to evaluate how the learner is making good progress and securing good outcomes.

1. Assess

If a student/pupil is identified as needing SEND support the class teacher working collaboratively with the SENDCO will carry out a clear analysis of the student/pupil's needs. This draws on:

- teacher assessment, their experience of the student/pupil, previous attainment and behaviour;
- the student/pupil's development in relation to peers and nationally agreed outcomes;
- parents/carers' views and experiences;
- student/pupil views and experiences;
- advice from external support agencies.

Schools will take any concerns raised by parents/carers very seriously and compare them to our own assessment and information on how the learner is developing. These assessments are reviewed regularly to ensure the intervention that the child receives is matched to their needs and overcomes any barriers to learning. If appropriate, and with parental consent, schools should contact external agencies and professionals to liaise with the school and inform some assessments.

2. Plan

As a team, the class teacher, SENDCO, parents/carers and the learner work closely together to deliver a plan of intervention of support for the learner. Furthermore, all parties agree on the desired impact on progress, development and behaviour with a clear date for review. All members of staff that work with that child are made aware of the learner's needs and any strategies or approaches that should be implemented. Schools will always work closely with parents/carers and seek their involvement to reinforce and contribute to progress at home. This involvement is clearly stated within their targets on the learner's support plan.

3. Do

The class teachers remain responsible for working with the learner on a daily basis. Whenever interventions involve other teaching away from the main class, the teacher always remains responsible for the learner's progress. All staff that work with each learner work closely together to plan and assess the impact of the support given. The SENDCO supports the class teacher and other adults to assess the child's needs further and provides advice on the effective implementation of support.

4. Review

The effectiveness of intervention and support and their impact on student/pupil progress is reviewed regularly. Interventions are specific and time limited. When evaluating the impact on student/pupil progress, the SENDCO works closely with the class teacher, alongside the parents/carers and the learner to revise support for the child in light of changes in need and development.

In the instance that a learner has an EHC plan, each school accepts responsibility to review the plan every 12 months and involve parents/carers, the learner, professionals and class teacher alongside the SENDCO to carry out the review and implement revised or additional strategies of support. Students/pupils on the SEND register without an EHCP have a Personal Learning Plan (PLP) which is reviewed at least termly, or more frequently, according to the learner's needs.

7.2 Removal from the SEND register

The Trust has criteria for removing a child from the SEND register if they are making good progress and their needs can be met through differentiated Quality First Teaching and they no longer require additional support from outside agencies. Some children can have their learning needs met through QFT but may require specialist equipment in order to do so. If these children have a diagnosed disability they may remain on the SEND register and be monitored through an PLP to ensure their needs continue to be met, but regular targets may not be required.

Entry and exit to the SEND register will always be carried out in discussion with parents/carers.

NB: It is likely that Covid-19 has generated a range of learner needs. In addressing these needs, attention should be given to the robust implementation and monitoring of catch-up strategies. It may be the case that learner needs can be addressed effectively through catch-up programmes and other interventions, rather than placing students/pupils on the SEN Register. Advice should be sought from School Improvement Partners and SENDAT.

8. Accessibility

Each school in the Trust must have an accessibility plan which is regularly reviewed.

The Accessibility Plans aim to:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment of the school in order to help disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school;
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled;
- improve whole school community access to the sites for the disabled.

Accessibility Plans must be reviewed regularly by leadership and site teams. Environmental alterations are made to accommodate pupils with physical and sensory needs and individual evacuation plans are in place for all wheelchair users and pupils with mobility difficulties.

9. Training

The SENDCO is responsible for the planning and, wherever possible, the delivery of SEND training for all staff. Regular updates and information about SEND can be given on staff training days and there are many online opportunities for staff to stay abreast of SEND issues and changes. SEND training may also be a feature of staff meetings in order to keep staff up to date. It is possible that changing needs of the school cohort will mean that training specific to meet a learner's needs may be required and this should be coordinated through the SENDCO. The Trust may also arrange SEND training and support for staff in line with Trust priorities.

10. Transition

10.1 New in-year admissions

The admin team at each school will ensure that the SENDCo is made aware of any in-year pupil application for admission . The following steps are taken to ensure that any incoming pupil's needs can be met:

- a conversation with parents/carers to discuss any needs they feel the pupil may have;
- contact with previous school setting;
- conversation with pupil on entry to establish how best to support them;
- rapid transfer of data from previous setting and sharing of this with key personnel within school;
- follow up of any referrals or on-going involvement from external agencies eg speech and language, CISS etc to ensure the provision remains in place.

10.2 Transfer from primary to secondary

The SENDCo at our Trust primary schools will take the following steps to ensure smooth transition for primary pupils with SEND to their secondary destination:

- where appropriate suggest an enhanced transition package to parents/carers of SEND pupils;
- with permission of parents/carers request enhanced transition with secondary colleague SENDCo;
- engage with secondary SENDCo colleagues ahead of transition;
- ensure rapid sharing of documentation on transition;
- where appropriate inform relevant agencies of the transition destination.

10.3 Transfer from EYFS setting or no previous setting

Office staff will make the EYFS teacher aware of the contact details for pupils coming into reception for the Autumn Term. The following steps will be taken to ensure smooth transition into school:

- conversation with parents/carers to establish whether they feel their child has any additional needs and how best they may be supported (this may be during a home visit);
- conversation or visit to nursery/pre-school setting if there is one;
- conversation where appropriate or close observation of pupils on entry;
- rapid transfer of information from previous setting (Tapestry/SEND file);
- sharing of information with key personnel within school;
- follow up of any on-going referrals or involvement by external agencies.