



# Special Educational Needs and Disability (SEND) Policy

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At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour.
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style.
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved.
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full.
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing.
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual.

## **1. Introduction**

At Martlesham Primary Academy, we are committed to offering a broad and balanced curriculum to ensure the best possible progress for all our pupils. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter, including those identified as having special educational needs and/or disabilities. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally and have equal access to learning. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise education is a partnership. We therefore aim to involve staff, parents, children and Governors in the creation of a happy and secure environment where there is a shared sense of purpose supported by mutual trust and respect.

This policy was developed with the Head Teacher, SENDCo, teaching staff and Governors and reflects the legal requirements of the 2015 SEND Code of Practice, 0-25 Guidance.

## **2. Objectives**

To ensure quality first teaching, differentiated for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.

To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.

To ensure early identification, assessment and provision for any child who may have SEND.

To help every child realise his or her full potential and optimise his or her self-esteem.

To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.

To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.

To encourage the whole school community to demonstrate a positive attitude towards SEND.

To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.

To encourage and support children to participate in all decision-making processes that may occur in their education, seeking their views and taking them into account.

Where appropriate, work with outside agencies to provide the best provision possible for children.

### **3. Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has SEND if they have a learning difficulty or disability that means they:

- 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.

### **4. Identifying Special Educational Needs and Disabilities (SEND)**

Within the 2015 SEND Code of Practice, 0-25 Guidance there are 4 broad areas of need. These are Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. The purpose of these 4 broad areas for us at Martlesham Primary Academy is to guide us to identify which action needs to be taken for each individual child. These are as follows:

Area of SEND	Possible SEND within Broad Areas
Communication and Interaction	<ul style="list-style-type: none"> <li>• Speech, Language and Communication Needs (SLCN)</li> <li>• Autism Spectrum Disorder (ASD)</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Attention Deficit Disorder (ADD)</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Specific Learning Difficulty (SpLD)</li> <li>• Moderate Learning Difficulty (MLD)</li> <li>• Severe Learning Difficulty (SLD)</li> <li>• Profound and Multiple Learning Difficulty (PMLD)</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Anxiety relating to another SEND</li> <li>• Attachment disorder</li> <li>• Mental Health difficulties</li> <li>• Social difficulties</li> <li>• ASD</li> <li>• ADHD</li> <li>• ADD</li> <li>• Challenging behaviour in children may be the result of a social and emotional need</li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>• Visual Impairment (VI)</li> <li>• Hearing Impairment (HI)</li> <li>• Multi-Sensory Impairment (MSI)</li> <li>• Physical Disability (PD)</li> </ul>

There are many factors which may also impact on progress and attainment, but which are not SEND. These include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of service personnel

We acknowledge that any child's behaviour is an underlying response to a need which we would hope to recognise and identify clearly as we will know the child well.

## **5. The Graduated Approach to SEND Support**

At Martlesham Primary Academy 'quality first' teaching from the class teacher is of paramount importance for all pupils. In accordance with this, the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have received interventions and adjustments alongside the personalised teaching that we provide. This can be characterised as progress which;

- 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 child and their peers and/or
- widens the attainment gap.

Teachers are responsible and accountable for the progress of all pupils in their class, including those children that access support from learning support staff or outside agencies. High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may have SEND.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This reviewing is carried out by the SENDCo and the Head Teacher. Continuous monitoring of children with SEND is maintained through learning walks, Support Plans and regular discussions with class teachers and other staff that are involved with each child.

We ensure special educational provision is in place by working closely with the class teacher and SENDCo. They then consider all the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality, accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, we refer to specialists for assessments from external agencies such as the educational psychologist and the speech and language therapist. We follow standardised referral procedures for each referral and include information about the ways in which we have adapted our provision for the child so far and the impact of that provision. We will also include parent and child views on referrals and any information about health and social care if it is appropriate. This enables us to provide a holistic view of the child to any outside agency or professional that comes to Martlesham Primary Academy.

## **6. Inclusion Register**

This is a register of all pupils who are receiving interventions to address gaps in learning, to accelerate learning or to address barriers to learning which may be pastoral or because of social, emotional and mental health issues. This incorporates the SEND register.

## **7. Identifying Pupils and placing them on the SEND Register**

Pupils are placed on our SEND register based on a continuous 4-part process (Assess, Plan, Do, Review) as outlined by the Code of Practice. We take action to remove barriers to learning and put effective special educational provision in place. Within the cycle, we revisit earlier decisions and actions with the aim to refine and revise these with a growing understanding of the pupil's needs how the pupil is making good progress and securing good learning outcomes.

The 4-part process is as follows:

### Assess

If a child is identified as potentially needing SEND support, the class teacher working collaboratively with the SENDCo will carry out a clear analysis of the child's needs. This draws on:

- Teacher assessment, their experience of the pupil, previous attainment and behaviour
- The child's development in relation to peers and nationally agreed outcomes
- Parent's views and experiences
- Pupil views and experiences
- Advice from external support agencies



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

### Plan

As a team of support for the child, the class teacher, SENDCo, parent/s and child will work closely together to create a Support Plan for the child. Parents will always be consulted with regards to the intervention that their child is receiving. All parties will agree the 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 pupil's needs and any strategies or approaches that should be sought. We will work closely with parents to seek their involvement to reinforce and contribute to progress at home.

### Do

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

### Review

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress, the SENDCo works closely with the class teacher, alongside the parent/s and pupil to revise support for the child in light of changes in need and development. In the instance that a child has an EHC plan, we review the plan every 12 months and involve parents, the child, professionals and class teacher alongside the SENDCo to carry out the review and implement revised or additional strategies of support.

All pupils on our SEND register will have a termly review meeting with the class teacher and parents / carers.

## **8. Managing Pupils on the SEND Register**

In order to manage the pupils on the SEND register, we constantly monitor the needs of the children on it, with the consideration of the support they are receiving. We use the process used above to support this and on a termly basis review provision. Where necessary, we change and review these documents more regularly to meet the specific needs of the children in our care. Teachers hold responsibility for updating and evidencing the progress made towards the outcomes of these plans. The SENDCo will then monitor the documents to ensure they are regularly updated. The SENDCo keeps the SEND register up to date, with any additional reports, interventions and diagnoses. The SEND register is a working document and the children that feature on the register are discussed at pupil progress meetings. The level of provision for each child is decided on based on the child's individual needs. We assess and monitor children's progress on a termly basis to ensure that anyone who does meet our SEND criteria is added to the register.

If, as a school, we are unable to meet the needs of a child with SEND, we will include other professionals. We work closely with other professionals to support the needs of the children in our schools. The costings of such input is the responsibility of the Head Teacher. The monitoring of these services and their input lies with the SENDCo, with the support of the Head Teacher. Parents and children will always be involved in any additional provision for children we organise so they can support the provision we put in place.

Where children are working significantly below age expectations, we use Small Steps to track their progress. Small Steps is a system put in place that identifies and celebrates the progress children with SEND make. Teachers update individual children's Small Steps spreadsheets termly.

If we identify additional funding and support are needed from the LA High Needs Funding, we use the advice from Suffolk County Council SEND Family Services to assess the needs of our children. This can all be found on the [www.suffolklearning.co.uk](http://www.suffolklearning.co.uk) website.

## **9. Criteria for Exiting the SEND Register**

At Martlesham Primary Academy, if a child has remained on the SEND register even after their needs have been resolved and subsequent support has been removed, we consider closely whether they should be removed from the register entirely. This is in discussion with the leadership team, class teacher and other professionals involved if appropriate. If the child has not received any support for the last 12 months, they are removed from the register if all parties are in agreement their SEND needs have been met. We will continue to monitor the child's progress closely to ensure they will not require any additional support in the future.

## **10. Supporting Pupils and Families**

Martlesham Primary Academy has access to Family Support Practitioners in the LA Early Help Team; this is through a Common Assessment Framework (CAF) referral. We also have access to many other agencies to support the family and pupil.

## **11. Our Admissions Agreements**

We follow Suffolk County Council's admission agreements which can be found at:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places/>

You can find details of the Admissions Team and guidance here.

## **12. Exams**

Children with SEND are able to access exams within the schools using a range of modified resources and support, in accordance with STA access arrangements. Some of these include:

- Readers
- Extra-time
- Quieter rooms to work in

The responsibility for this is shared between the Head Teacher, SENDCo and class teachers of the specific child.

### **13. Transition**

To ensure a smooth transition from class to class, teachers have transition meetings to discuss the needs of each child in the class. In addition to this, children spend time with their new teacher as an opportunity to get to know each other. Parents meetings are held at the beginning of each academic year to involve the parents and ensure they are aware of the support that we can provide them with as a school. Also, it creates an excellent opportunity for parents to ask questions and have discussions about specific pupil needs that may have arisen over the summer. At Martlesham Primary Academy, we endeavour to support a new school to meet the needs of the pupil as quickly and easily as possible.

In addition to this, if the child is moving to secondary school, we have transition meetings with the school to discuss and handover the relevant information about a child. There are also opportunities for the child and parents to attend the school and look at how the provision will continue or alter in secondary school. Extra transition visits may be arranged where necessary.

### **14. Supporting Pupils at School with Medical Conditions**

Martlesham Primary Academy recognises pupils at school with medical conditions should be properly supported so 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 we will comply with our/the duties under the Equality Act 2010.

Some children may also have SEND and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

### **15. Monitoring and Evaluation of SEND**

We carefully monitor and review the quality of the provision we offer to all pupils. We do this by regularly revising Support Plans, interventions and pupil support.

We will ask for pupil perception and parent perception to support us to improve the quality of practice we provide to the children at the Martlesham Primary Academy. We have an SEND Governor who supports the SENDCo to monitor the attainment and progress of pupils with SEND.

The rest of the Governing Body works carefully monitoring the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **16. Roles and Responsibilities**

### Parent

The school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with their child's school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

### Class Teacher

In the first instance, the class teacher will be responsible for delivering high quality teaching differentiated for individual pupils, identifying any possible SEND concerns and liaising with the parents and Special Educational Needs Coordinator. Class teachers are also responsible for target setting within interventions monitoring their impact and incorporating strategies the child has learned from the interventions into class teaching and learning.

### Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo at Martlesham Primary Academy is Miss Hudson. She is a qualified and experienced teacher and has taken the National Post Graduate SENDCo Award. She has responsibility for leading SEND provision.

### Head Teacher

The Head Teacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.

### SEND Governor

The governor in this school with responsibility for SEND is Mrs Alison Davies. She liaises regularly with the SENDCo about developments in SEND, undertakes monitoring to see that statutory requirements for meeting SEND within the school are met and report to the Governing Body regularly.

### Safeguarding, Pupil Premium and Looked After Children

The member of staff with responsibility for child protection is the Head Teacher, Miss Churchman. The alternate member of staff is Miss Hudson. The governor with responsibility for child protection is Mrs Rosie Carter. The Head Teacher is responsible for making decisions about the use of Pupil Premium and is responsible for Looked After Children.

### The Governing Body

The Governing Body is responsible for ensuring the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Head Teacher to account for the provision for and outcomes of children with SEND. It will ensure Governors receive appropriate training to fulfil their roles.

### The Local Authority

The Local Authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

### Reach2 Academy Trust

We operate within the guidance and with the support of our academy trust.

## **17. Storing and Managing Information**

We ensure that our record keeping is in line with the Data Protection Act 2018 including General Data Protection Regulation (GDPR).

The information is recorded accurately and kept up to date. Documents are stored on password protected computers and in locked cabinets.

## **18. Reviewing the Policy**

Given the climate of reform as we have now moved into the new requirements of SEND for schools, we will continue to review the SEND policy annually. We will continue to monitor the policy throughout the year, based on any changes that are made.

## **19. Accessibility - Statutory Responsibilities**

The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, place a duty on all schools and LAs to plan and increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in this area. Our accessibility plans can be found by clicking the 'Parent Info' heading of our website and looking within the policies section.

## **20. Dealing with Complaints**

The Governing Body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is:

- treated fairly,
- given the chance to state their case,
- provided with a written response including the rationale for any decisions and
- informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the Head Teacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she may ask the Department for Education's School Complaints Unit to take up the matter.