

SEND Policy 2019

This Policy applies to all academies within the Link Academy Trust.

This policy was developed by the Link Academy Trust and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2015
- Part 3 of the Children and Families Act 2015 and associated regulations

Governor responsible for SEND: Lynda Cooper
Jo Carter

Executive Headteacher/CEO: Nicky Dunford

| Academy | Academy Head | SENDCo |
|-----------------|---------------------|------------------------------------|
| Bearnes | Alice Eeles | Alice Eeles (SENDCo Award) |
| Cheriton Bishop | Alex Waterman | Vicky Gillon (SENDCo Award) |
| Diptford | Lizzie Lethbridge | Jodie Churchward (SENDCo Award) |
| Harbertonford | Lizzie Lethbridge | Jade Morgan |
| Hennock | Sarah Clarke | Sarah Clarke |
| Landscape | Jill Ryder | Jill Ryder |
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This policy will be reviewed bi-annually by the governing boards and the SENDCo & staff of each academy

Rationale

The Link Academy Trust will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

We provide all children with Quality First Teaching to ensure their individual needs are met. Quality First Teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

The staff and governors of The Link Academy Trust will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches through our Quality First Teaching pathway towards the learning, progress and achievement of SEND pupils.

This policy is in line with our teaching and learning policy and Disability Equality Scheme and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Chief Executive Officer (CEO); the day-to-day operation of the policy is the responsibility of the Academy Heads or Special Educational Needs and Disability Co-ordinators (SENDCo). The Local Boards, Executive Academy Heads and the Academy Heads/SENDCo will work together closely to ensure that this policy is working effectively.

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of 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.

Objectives

The SEND Policy of the Link Academy Trust reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this Special Educational Needs and Disabilities Policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,

- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement the graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. The Link Academy Trust regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2015)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Link Academy Trust will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the individual academies that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum supported by Quality First Teaching. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- Cognition and Learning; for example, dyslexia and dyspraxia
- Social, Emotional and Mental Health Difficulties; for example, attention deficit hyperactivity disorder (ADHD)
- Communication and Interaction needs; for example, autistic spectrum disorder or speech and language difficulties.
- Sensory and/or Physical needs; for example; visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties.

How we identify and support pupils with SEN

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used on the provision map. This can be then used in later discussions if concerns persist.

All pupils' attainment and achievements are monitored by their teacher who is required to provide Quality First teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher if;

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Attainment does not close the gap between the child and their peers
- The attainment gap widens

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Where pupils continue to make inadequate progress despite support and Quality First teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used across our Trust can be found in **Appendix 1**.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Graduated Response

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
 - Seeking pupil voice regarding their views
- Reviewing the impact of interventions
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At the Link Academy Trust we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher and/or the SENDCo throughout the year to review progress. The SENDCo is happy to meet with parents/carers, with prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Partnership with External Agencies

The Trust is supported by a wide range of different agencies and teams. The individual academy SEND Information report details which agencies the academy has worked with in the last 12 months. This report can be found on the individual school websites and is updated bi-annually.

Transition

We endeavour to make sure periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix 3**.

Adaptions to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Continuing Professional Development (CPD) for Special Educational Needs

- The Link Academy Trust Improvement and Inclusion and Hub, SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Local Board, CEO, Academy Head and SENDCo, all members of staff have important responsibilities.

Local Board:

The Local Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Ensure that there is a qualified teacher designated as SENDCo for the school who will achieve the National Award within 3 years of appointment
- Help to raise awareness of SEND issues at local board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local board on this
- Work with the Academy Head and SENDCO to determine the strategic development of the SEN policy and provision in the school

CEO/Academy Trust Safeguarding and Special Educational Needs & Disability Lead (ATSSL):

The CEO and Academy Heads have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The ATSSL will keep the Local Boards fully informed on Special Educational Need issues. The Academy Heads will work closely with the ATSSL, SENDCo and the Governors with responsibility for SEND.

Academy Head / SENDCo:

In collaboration with the Academy Trust Safeguarding & SEND Lead (ATSSL) and Local Board, the Academy Head / SENDCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated response to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff in collaboration with the Improvement and Inclusion Hub Manager
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the ATSSL, Academy Head and the Local Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching Staff:

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Pupils with medical needs:

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents/carers and, if appropriate, the pupil themselves.
- Staff who administer medicine complete training and are approved by the school nurse as competent. All medicine administration procedures adhere to the Trust's Policy Supporting Pupils Medical Conditions in School & Administration of Medicines (2017) and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Academies have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated bi-annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in **Appendix 2**.

Monitoring and Accountability

Accessibility

The Trust is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the individual academies are only on a ground floor level. All academies work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the individual websites.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2015) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent/carer complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Trust's Complaints Policy. If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

This Policy will be reviewed by the Local Board on an annual cycle and must be approved by the Board of Directors.

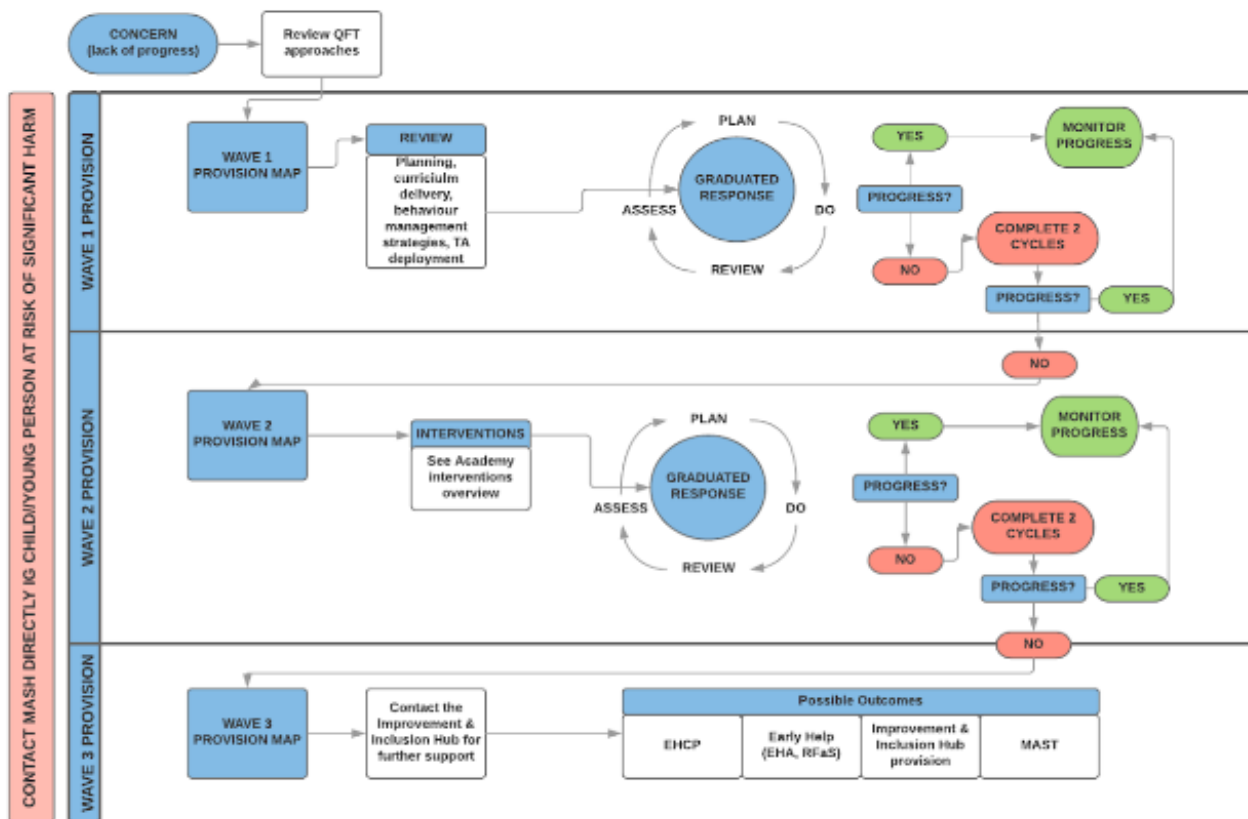
Approved by the Board of Directors: 11 February 2019

Appendix 1

INCLUSION: QFT PATHWAY



QUALITY FIRST TEACHING



Appendix 2

For SEND report please see individual schools
Follow the links below

<http://bearnesthelink.academy/send/>

http://www.cheriton-bishop-primary.devon.sch.uk/website/policies_and_documents/237848

<http://diptford.thelink.academy/send/>

<http://harbertonford.thelink.academy/send/>

<http://hennock.thelink.academy/send/>

<http://landscove.thelink.academy/send/>

<http://stokegabriel.thelink.academy/send/>

http://www.tedburn.devon.sch.uk/website/statutory_information/206088

http://www.yeoford.devon.sch.uk/website/statutory_information/206085

Appendix 3

Transition

| YEAR 2019/20 | Transition support for all pupils | Additional transition support for pupils with SEND | Individual transition support for pupils with complex / specific needs. |
|--|--|--|--|
| Pre-admission | Home visits by class teachers Induction stay & play sessions~ 6 over the summer term~ parents welcome to stay | Meetings with other child care providers i.e. Nursery staff with responsibility for SEND | Suitable managed induction as appropriate in order to ensure needs are met |
| Year to Year transition and In-year admissions | Mixed age classes New children invited to attend 'taster days' Visits to new classes towards the end of the academic year. | Additional meetings with parents and pupils offered | Teachers transfer information internally and via Provision Mapping. Class teachers, TAs & SENDCo meet to discuss needs. SENDCo meets with staff from new school to ensure needs are fully understood and requirements to meet needs are in place |
| Transition from school eg: to Year 7 or to new primary school. | Next Steps: transition work in summer term for all Y6 pupils Y6 teacher meets teachers from other schools and in depth discussions take place about children transferring Teachers meet with pupils prior to starting their secondary school. Children attend induction days at their new school. | Discussions between both SENDCOs prior to entry. SEND children have extra visits to new school. | Enhanced personal transition/induction planned for individual children as appropriate Spring & summer term TAF meetings to involve secondary school. |