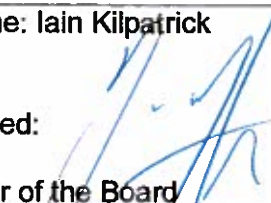




Extend Learning
Academies Network

SEN and Inclusion Policy

Written by:	ELAN executive team	
Reviewed by:	ELAN Board	Date: 16.1.18
Ratified by:	Name: Iain Kilpatrick Signed:  Chair of the Board	Date: 16.1.18
Adopted by Academies:	Bournville Primary School Locking Primary School Mead Vale Primary School Milton Park Primary School Oldmixon Primary School Walliscote Primary School Windwhistle Primary School	
Review:	Annually	
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Introduction

At the Extend Learning Academies Network (ELAN) we strive to ensure that all pupils are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs' (SEN) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a Multi Academy Trust (MAT) we value and respect personal qualities and the needs of individual students within our schools. We are committed to providing a safe, secure but challenging learning environment where all children feel confident and able to flourish regardless of their special need or differences.

We understand that some children may require more support than others. If all children are to achieve their full potential, we must recognise this and plan accordingly. Children may have SEN either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for children with SEN takes into account the type and extent of the difficulty experienced by the child. Some of these children may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

As a MAT we ensure our sites are accessible to all and provide disabled facilities for those who require it.

Aims

Our MAT schools aim to be inclusive schools, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children and to raise the aspirations and expectations of all learners.

This means that equality of opportunity must be a reality for all our children.

We make this a reality through providing a focus on outcomes for children and young people and not just on hours of provision / support and through the attention we pay to the different individuals and groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with additional learning needs
- able and talented children
- children who are at risk of disaffection or exclusion
- travellers
- Asylum seekers

Objectives

As a MAT, we undertake to:

- Work within the guidance provided in the SEND Code of Practice, 2014
- Ensure the trust's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is addressed and eradicated
- Identify barriers to learning and participation, and provide responses appropriately to address this
- Ensure all pupils have access to an appropriate differentiated curriculum

- Recognise, value and celebrate pupils' achievement, however small
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all school staff, governors and parents in inclusion issues
- Operate a "whole pupil, whole school" approach to the management and provision of support for children with additional needs and disabilities
- Provide a dedicated SEN Coordinator (SENCo) responsible for the children within a particular school/s who will work within the SEN and Inclusion Policy. A full list of the SENCo's and the school they generally work in is provided in Appendix 1

Identifying Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2014, 6.15)

At ELAN we recognise the importance of early identification of needs to ensure that children within our schools are able to reach their full potential. Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs. This includes:

- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder
- Speech, Language and Communication Difficulties
- Moderate and Severe Learning Difficulties
- Sensory and / or physical needs

The purpose of identification is not to fit children into one of these categories but to work out what action the schools need to take in order to address a child's particular needs. Our staff work closely with parents / carers, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child.

Whilst not SEN, ELAN recognises that other factors may also impact on progress and attainment for children within our schools. Such things as:

- Disability, including some medical conditions (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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (any child with English as an additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour difficulties unless these are an underlying response to an additional need

A Graduated Approach to SEN Support

Staff across the schools within ELAN have high levels of skills, knowledge and expertise in providing first class education for all children, regardless of need. The MAT believes in a graduated approach to SEN.

High quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have SEN before they are put onto the SEN register.

If a child continues to have difficulties or to make inadequate progress, a referral is made to the dedicated SENCo for more specific and individual support. At this point a child will be placed on the SEN register at SEN support level and parents will be informed.

Whilst this is the aim, there may be children who needs present at a high level and need to be placed upon the register immediately.

Any child requiring support within school from an external agency will be placed upon the register as SEN Support. Parents will always be contacted and consent obtained before any referrals to external agencies are made.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

As a MAT we regularly and carefully review the quality of teaching for all children within our schools, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to support vulnerable children and their knowledge of the SEN most frequently encountered.

As a MAT we firmly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to make special educational provision is made by the dedicated SENCo in partnership with the school leadership team.

The teacher and SENCo consider all the information gathered from within the individual school about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For children with higher levels of need, the individual school works closely with external agencies and professionals through regular meetings and reports. The MAT encourages parents and, where appropriate, children to contribute to these meetings as we believe it is important to gather a picture of the child as a whole.

Parents / carers and children, where the child has a higher level of need, are invited to provision meetings at least 3 times a year where targets can be reviewed and new targets set. We value the contribution of parents / carers at these meetings and believe that they help to provide a more holistic support for the child.

The SEN register is regularly reviewed (a minimum of twice a year) and children no longer requiring additional support will be removed from the register.

It is important to us as a MAT that the SEN register reflects the level of need within the individual schools and that children do not remain on the register if they no longer have additional needs.

Once a child has been taken off of the register they can be put back on at any time if their needs change.

Supporting Children and Families

ELAN values the contribution and support from parents / carers and recognises the importance of working with parent / carers to support children with additional needs. The individual school websites have a detailed SEN section which are regularly updated.

We work closely with the Supportive Parents organisation (www.supportiveparents.org.uk) to evaluate and share our practices. We also regularly work with a variety of external agencies including: Community Paediatrics, CAMHS, VLS service, Social Care, Disabled Children's Team, the

Voyage Learning Campus, PSCOs and the local Police force. This allows us to ensure that we are able to provide or to signpost the best possible support for children and families.

Admissions

Schools accept admissions throughout the year dependent on numbers on roll.

Children with Statements / EHC plans are considered in collaboration with the Local Authority SEN team. For full details on the admissions process, please see the Admissions Policy or contact the individual school directly.

Accessibility

Through regular training and high quality teaching, barriers to learning are quickly removed and identified. When children with potential access difficulties start school, the SENCO and teachers of that school work closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child.

Delivery of information to both parents and children is adapted, as necessary, on an individual basis. The MAT encompassing all its schools is developing a positive approach to all children including the use of personalised learning packs, increased visual and non-verbal information, including visual timetables and instructions, and modifications to the classroom environment.

Parents / carers are also able to access written information through alternative means if requested.

For further information on accessibility, please see the MAT's Accessibility Policy.

Supporting Children with Medical Conditions

ELAN recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education Health and Care plan (EHC) which brings together health and social care needs as well as their special education provision.

Complaints

As a MAT, we have policies in place that aim to resolve problems swiftly, fully and efficiently at the earliest opportunity. For further information please see our Complaints Policy which is on the MAT website in addition to the websites of the individual schools.

Supporting Documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jul 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jul 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Complaints Policy
- Teachers Standards 2015

Review and Evaluation

This policy will be reviewed annually and checked for continuing relevance against any statutory requirements and LEA advice.

Date policy approved	
Date of next review	

Appendix 1 - SENCo Contacts within ELAN

School	SENCo	Contact Number
Bournville Primary School	Mrs Jenny Niblett and Mrs Natalie Baker	01934 427130
Locking Primary School	Mrs Joanne Jones and Mrs Katy Logan	01934 822867
Mead Vale Primary School	Mrs L Ryan	01934 511133
Milton Park Primary School	Mrs Catherine Cowlin	01934 624868
Oldmixon Primary School	Ms Carolyn Newton	01934 812879
Walliscote Primary School	Ms Oriole Harris	01934 621954
Windwhistle Primary School	Ms Beckie Hunt	01934 629145