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Note to Headteachers: Text in yellow indicates where individual schools needs to add / delete information to personalise policy to the local sessting

# Special Educational Needs & Disability (SEND) Policy

|                          |                      |  |
|--------------------------|----------------------|--|
| Original Policy date     | <b>February 2020</b> | <b>Statutory Policy - Yes</b>                                      |
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# 1. A FRAMEWORK FOR SUPPORTING SEND

## **Aims and Objectives**

The **aim** of this SEND policy is to enable all children to reach their potential and achieve the best possible outcomes across all aspects of our curriculum during their time in our school , *regardless of any special needs or disabilities that they may have.*

The policy has two specific **objectives**:

- To provide a framework for the support/provision for pupils with special educational needs and/or disabilities (SEND) in our school
- To set out the roles and responsibilities of everyone involved in providing for pupils with SEND

## **Context :**

### **Our Vision**

**[Suggested For Church Schools]** **[Names of school]'s** approach to SEND follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by *Our Vision of "Achieving and Flourishing Together in God's Loving Arms"* and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. In particular, the value of *equity* is key – ensuring there is fairness in enabling children to access learning opportunities and experiences. This means recognising that children do not all start from the same place and making due adjustments to address this.

**[Suggested For Non-Church Schools]** **[Name of school]'s** approach to SEND is informed by our **[Vision/Mission Statement]**. In achieving this, the value of *equity* is key – ensuring there is fairness in enabling children to access learning opportunities and experiences. This means recognising that children do not all start from the same place and making due adjustments to address this.

### **The ACE Curriculum**

Our approach to SEND is further informed by a *Vision and Curriculum* which is shared by all schools across The Academies for Character and Excellence Trust (ACE). The curriculum is focused equally on the pursuit for academic excellence, on supporting children to develop character values that will help them flourish through life (such as empathy, resilience and independence), and on helping pupils to know and understand *how to learn* based on their own unique personalities:



We are committed to supporting all learners to make progress and achieve across all areas of the curriculum. The outcomes of our curriculum approach are evident through pupils who are:

- **Confident Individuals**
- **Caring Citizens**
- **Curious Explorers**
- **Successful Learners**
- **Healthy Thinkers**
- **Knowledgeable Participants**

### **Underpinning principles**

A number of underpinning principles guide our day-to-day actions in supporting children with SEND in our school. The first is the notion of '**quality first teaching**' - defined as high quality, inclusive teaching for all pupils in a class. *All of our teachers are teachers of special educational needs.*

Central to this is the effective personalisation of learning so that it meets the need of each and every pupil. Teachers are highly aware of the learning needs of all children and use this to help address individual needs, identify starting points for learning and agree appropriate targets for progress. Learning is delivered coherently in a sequential process, enabling pupils to build on their own prior knowledge and skills, and to then deepen this through their own exploration and reflection.

A second key principle is that we believe all children can succeed, and we therefore set high expectations for pupil progress and attitudes/approach to learning. Teachers employ strategies such as scaffolding, collaborative learning, adult support, reflection and metacognitive tools to ensure that pupils with a special educational need/disability (SEND) are able to meet the high expectations set within each lesson.

A final key principle - in line with our curriculum emphasis on character development and metacognition - is that children need opportunities to develop the characteristics and learning skills that will help them to succeed when they leave our school, including independence, confidence and resilience. It is particularly important that children with SEND are supported to develop these throughout their time in our school.

## **2. LEGISLATION AND GUIDANCE**

This policy is primarily designed to assist all staff in fulfilling the law together with the aims and objectives of the Children and Families Act 2014 (and associated legislation) as well as predecessor legislation as set out in the Education Act 1996. It is consistent with the following key documents which provide a legislative framework and formal guidance for schools in relation to supporting children with SEND:

- [The Equality Act 2010](#) (including provisions set out in the Public Sector Equalities Duty)
- [Education \(Independent School Standards\) Regulations 2014](#) (Parts 1 and 2)
- [The Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Supporting pupils with medical conditions at school](#)
- [Education for children with health needs who cannot attend school](#)

In addition, the policy has been informed by:

- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (DfE, 2023)
- Wider legislation and international conventions designed to promote equality and respect for human rights
- Local (County) based policy and practice

### **3. ROLES AND RESPONSIBILITIES**

#### **Headteacher**

The Head has responsibility for the day-to-day management of all aspects of the school's work, including ensuring appropriate provision for children with special educational needs and disabilities in their setting. The Headteacher works closely with the school's SENCO and the Trust's Head of Safeguarding and Inclusion to ensure that appropriate plans and resources are in place to meet these needs.

The Headteacher ensures that local governors and the Trust's Safeguarding and Inclusion Lead are kept fully informed of planning for, and progress and challenges in supporting and resourcing Special Educational Needs and Disability issues in the school.

The Headteacher will also:

- Designate an appropriately trained teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator (SENDCo).
- Inform parents/carers when they are making special educational provision for a child
- Ensure that a SEND information report is prepared, setting out their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

#### **Special Education Needs and Disabilities Coordinator (SENDCo)**

In collaboration with the Headteacher and local committee, the SENDCo oversees the development and delivery of SEND provision in the school with the ultimate aim of raising the achievement of pupils with SEND across the ACE curriculum.

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with teachers, the wider staff team, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs and disabilities.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- a) Overseeing the day-to-day operation of the SEND policy
- b) Co-ordinating provision for SEND pupils and reporting on progress
- c) Advising on the graduated response to provide SEND support – Assess, Plan, Do, Review
- d) Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- e) Monitoring relevant SEND CPD for all staff
- f) Overseeing the records of all children with special educational needs and disabilities and ensuring they are up to date
- g) Liaising with parents/carers of children with special educational needs and disabilities
- h) Contributing to the in-service training of staff
- i) Being a point of contact with external agencies, especially the local authority and its

- support services
- j) Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- k) Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth and enhanced transition is planned
- l) Monitoring the impact of interventions provided for pupils with SEND
- m) To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- n) Working with the Headteacher and the governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Depending on the structure and size of the school, some of these responsibilities may be shared with / delegated to other staff within the setting (e.g. a SEND Lead/SEND Coordinator or SEND Assistant). However, responsibility for discharging these functions effectively remains with the SENDCo.

### **All Teaching and Non-Teaching Staff**

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities. This should include an understanding of key points from the SEND Code of Practice. All staff will be aware of - and contribute to - supporting the specific needs of individual children who they are in contact with during the course of the school day.

All teachers are responsible and accountable for the progress and development of the children in their care. The planning and delivery of 'quality first' teaching, differentiated for individual pupils, is a key part of this. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process includes working with the SENDCo to carry out a clear analysis of a pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Cover Supervisors, HLTA's and Teaching Assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

### **Local Committee**

The school's local committee will have oversight of how this policy is being implemented in their setting. They will liaise with the Headteacher and SENDCO on a regular basis to ascertain the progress and challenges in supporting children, and will escalate concerns about provision to the ACE Board as required.

### **ACE Board of Directors**

The Trust Board of Directors is ultimately responsible for ensuring that the school meets the requirements as set out in legislation and the SEND Code of Practice.

#### **4. POLICY APPLICATION**

All schools are to have regard to the **SEND Code of Practice 0-25 years** and to follow the legislation. This includes the legal duty (which previously was always a matter of good practice) to co-operate with public sector bodies in relation to SEND. Directors, Governors and staff should must therefore have an awareness of the principles set out in the SEND 0-25 years Code of Practice and duties that arise from this. Relevant and ongoing training and development will be offered to those involved with SEND and this training will be reviewed on an annual basis by the Safeguarding and Inclusion Lead in consultation with SENDCos.

The duties and guidance set out in the SEND Code of Practice and other documents should be considered at all times when making decisions about how best to support pupils with additional/disabilities. Examples of how this would be applied in practice include:

- If a pupil with SEND is routinely the subject of disciplinary action, consideration should be given as to whether or not adaptation of the school disciplinary policy is required and/or if further investigation of their needs is appropriate.
- Making due adjustments to particular aspects of the curriculum to ensure that pupils with SEND are able to access learning in this area.
- Ensuring that school visits/trips/experiences are fully accessible by pupils with a disability.

With regard to day to day learning in class, where 'quality first teaching' is not enough to fulfil the needs of a child with SEND, the school will consider extra support to enable them make progress in their learning. This may include some elements of the following:

- Small group support work with teachers, Learning Support Assistants (LSAs) or Higher Level Teaching Assistants (HLTAs)
- Use of specific learning programmes created by teachers and the SENDCo
- Speech and language programmes
- Pastoral and nurture support (individually or small group)
- A range of reading, writing and maths interventions
- Specific learning difficulties interventions e.g. Toe by Toe, Power of 2, Plus 1.
- Advice and support from the School Nurse
- Use of diagnostic assessments
- The support of a Level 5 Diploma in Trauma and Mental Health Informed Schools Practitioner

We believe however, that the best teaching and learning takes place in the classroom and we do not want children routinely missing out on any part of the curriculum. Therefore, interventions planned will be short, sharp and time-bound, wherever possible. The effectiveness of interventions are measured on the Provision Mapping Tool which shows pre-assessment data, expected outcomes, post-data and an evaluation grade. This is carefully analysed by the SENDCo to ensure interventions are impactful and to make any changes which may be required

Where necessary, we will seek additional guidance and input from external agencies (including the Local Authority SEND Team) if further intervention and support is required to enable the pupil to succeed. (See Appendices for details of the Local Authority SEND 'Offer'.)

### **Pupil and Parent Voice:**

When making decisions about how best to support pupils, children will be given every opportunity to express their views and for those to be taken into account. We will work alongside parents/carers as partners and ensure that the views of parents are listened to and taken into account. Every effort will be made to assist parents in understanding the work of the school in relation to SEND and to let them know about potential organisations who can provide independent advice.

### **5. MONITORING AND COMPLIANCE**

The Headteacher is responsible for the day to day monitoring of SEND provision in the school. Our school uses a **Provision Mapping Tool** which allows for the effective monitoring of progress for all our SEND pupils. Learning plans are then customised in line with the SEND Code of Practice and follow the Assess – Plan – Do – Review approach. The tool allows SENDcos to map out interventions efficiently, tracking which pupils and staff are involved in each plan. This ensures we have comprehensive evidence for reviewing and monitoring purposes.

Headteachers are supported by the ACE SEND Strategic Lead/Safeguarding and Inclusion Lead who regularly monitor the quality of SEND provision across the Trust's schools and ensures this is compliant with relevant policy and practice.

The Trust will regularly monitor and provide updates on this policy as necessary, for example in the event of updated legislation and/or guidance.



## APPENDICES

### SEND Local Offer

Local Authorities are required to set out their 'Local Offer' for SEND. This is an information directory where individuals with SEND aged 0-25, as well as their parents or carers, can go to find out what support or provision they can expect to be available in their local area. The link to our local offer is shown below:

RETAIN RELEVANT OFFER FOR YOUR SCHOOL AND DELETE OTHERS

#### DEVON LOCAL OFFER

<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

#### SOMERSET LOCAL OFFER

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

#### TORBAY LOCAL OFFER

<http://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

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### GRADUATED RESPONSE

Graduated Response is the system by which schools should assess the needs of children, and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice 2015](#).

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

More information on the Graduated Response approach is available through the link below: <https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response>

## QUALITY FIRST TEACHING STRATEGIES

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

**Examples** of specific approaches used in quality first teaching to support children with SEND are set out in the document below.



Quality First Class  
Teaching Strategies

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0-25 YEARS

A summary of key points from the SEND Code of Practice is set out below. The full document can also be read at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### SEND CODE OF PRACTICE : KEY POINTS

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for the pupil. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of SEND.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

### ***Communication and Interaction***

Children with speech, language and communication needs (**SLCN**) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Examples of Communication and Interaction needs include *Speech, language and communication needs (SLCN)*, and *Autistic Spectrum Condition (ASC)*

### ***Cognition and Learning***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (**SpLD**) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and 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.

Cognition and Learning needs include:

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

### ***Social, Emotional and Mental Health Difficulties (SEMH)***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (**VI**), hearing impairment (**HI**) or a 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 - sometimes referred to as Deafblind)
- Physical disability (PD)

| TERM                             | DEFINITION  |
|----------------------------------|---|
| Types of SEN                     |   |
| SEND                             | Special educational needs and disability. A pupil has SEND if they need special educational provision due to a learning difficulty or disability (see special educational provision).   |
| Areas of need                    | 4 broad categories used to describe a pupil's SEND. They are: <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health needs</li> <li>• Sensory and/or physical needs</li> </ul> |
| ASD                              | Autistic spectrum disorder.   |
| MLD                              | Moderate learning difficulties.   |
| PMLD                             | Profound and multiple learning difficulties.  |
| SEMH                             | Social, emotional and mental health difficulties.   |
| SLCN                             | Speech and language communication needs.  |
| SLD                              | Severe learning difficulties. Can also refer to speech and language difficulties.   |
| SpLD                             | Specific learning difficulties e.g. dyslexia, dyscalculia and dyspraxia.  |
| Assessments, plans and provision |   |
| Annual review                    | A review of a pupil's EHC plan carried out by the local authority at least every 12 months.   |

| TERM               | DEFINITION   |
|--------------------|--|
| Assessment         | Or 'EHC needs assessment'.<br>An initial assessment, carried out by the local authority, which decides whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.  |
| EHC plan           | Education health and care plan. A statutory document drawn up by the local authority, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability.  |
| Graduated approach | A 4-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEND.   |
| IEP                | Individual education plan. See 'school-based plans'.   |
| One-page profile   | See 'school-based plans'.  |
| Pupil passport     | See 'school-based plans'.  |
| Pupil profile      | See 'school-based plans'.  |
| SALT               | Speech and language therapy, sometimes speech and language therapist.  |
| School-based plans | Non-statutory documents that set out school-based support and interventions for a pupil with SEND. They can be called a variety of names: <ul style="list-style-type: none"> <li>• Individual education plans (IEPs)</li> <li>• SEND support plans</li> <li>• Pupil passports/profiles</li> <li>• One-page profiles</li> </ul> |
| SEND support       | An overall term that refers to the support given to pupils who need special educational provision but don't have EHC plans. Replaced the previous categories of support which were School Action (SA) and School Action Plus (SA+).  |
| SEND support plan  | See 'school-based plans'.  |
| SEND resource base | Specialist provision within a mainstream school, also known as an SEND unit or specialist resource base.   |

| TERM                          | DEFINITION   |
|-------------------------------|--|
| Sensory room                  | A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication.   |
| Special educational provision | Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age.  |
| Special school                | A school that is specifically organised to make special educational provision for pupils with SEND.  |
| Statement                     | The predecessor to EHC plans. A statutory document drawn up by the local authority describing the provision for a child or young person with SEN who is still at school. They were meant to have been fully replaced by EHC plans by April 2018, but some pupils still haven't been transferred yet. |
| Transition planning           | Preparation for moves between phases of education or for adult life.   |
| Other key terms               |  |
| CCG                           | Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area.  |
| Disagreement resolution       | A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the local authority. Available to all children and young people with SEND, not just those with EHC plans.  |
| LA                            | Local authority.   |
| Local offer                   | Sets out information about provision that the local authority expects to be available in its area for children and young people with SEND. Published by the LA.  |
| Mediation                     | A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.  |
| Outcome                       | Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).  |

| TERM                   | DEFINITION  |
|------------------------|---|
| SEN information report | A document that must be published on the school website and updated annually, setting out the school's provision for pupils with SEN. It must be easily accessible by young people and parents, and set out in clear straight-forward language. |
| SEND policy            | Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document.  |
| SENDCo                 | Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND.  |
| SEND Code of Practice  | Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND.   |
| Top-up funding         | Additional funding available from the local authority for pupils with high needs, i.e. those whose educational provision costs more than £10,000 per year.  |
| Tribunal               | An independent body that determines appeals by parents or young people against local authority decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination.  |

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