



Marches Academy Trust

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Special Educational Needs and Disability (SEND) Policy

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1. Basic information about Special Educational Needs Disability (SEND) provision

1.1 Objectives

The Trust strives to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and set challenging targets for all our pupils. We deliver a broad and balanced curriculum for all pupils enabling them to aspire for the best opportunities as they enter adulthood. We focus on the outcomes of our pupils and not solely on hours of provision and support.

How we will achieve our aims:

- We will work within the guidance provided in the SEND Code of Practice 2015.
- We will identify through the Whole School Monitoring system and individual staff feedback, the pupils whose progress is inadequate or insufficient.
- We will operate a Whole School approach to the management and provision of support for learners with special educational needs and disabilities – always considering the pupils as a whole.
- We will provide support and advice for all staff working with learners with special educational needs and disabilities.
- We will work in partnership with pupils and parents/carers to enable all pupils to aspire to achieve their best.

1.2 Principles and management

As defined in the SEND Code of Practice 2015, a pupil has SEND:

“Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age”. (6.15)

The Trust monitors the progress of all pupils and will identify pupils whose progress 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 individual pupil and their peers;
- widens the attainment gap”. (6.17)

In particular we endeavour to monitor all pupils who are not making adequate progress in the four areas specified in the Code.

- Communication and Interaction (6.28/6.29)
- Cognition and Learning (6.30/6.31)
- Social, Emotional and Mental Health (6.32/6.33)
- Sensory and/or Physical Needs (6.34/6.35)

We believe in the principles of inclusive education and the vast majority of pupils are fully integrated into all mainstream classes.

We believe that all practitioners are teachers of learners with SEND and that the majority of pupil needs can be met within the classroom through high quality teaching and appropriate differentiation and in-class intervention.

The Trust recognises the right of the learners with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student, however, it also recognises that a small number of pupils, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or out.

We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all pupils under the duties outlined in the Equality Act 2010.

We work closely with all parents/carers to listen to their views so as to build on pupils' previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum. In line with the SEND Code of Practice 2015 (6.65) we aim to meet parents/carers three times per year as part of our person-centred planning.

In addition, we work with the pupils to develop their own picture of their needs and the support that they find most beneficial.

Learners with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all pupils contribute to the social and cultural activities of the school.

Please refer to the school website for people responsible for SEND within your child's school.

1.3 Role of the Local Governing Body

A Governor at each school has responsibility for SEND.

The Local Governing Body should:

- ensure that provision is made for pupils who have SEND;
- ensure that the needs of learners with SEND are made known to all who are likely to teach them;
- ensure that teachers are aware of the importance of identifying and providing for those learners with SEND;
- consult the LEA and the Local Governing Bodies of other schools when necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- ensure that a learner with SEND participates with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs requirement and the effective education of the pupils with whom they are educated and the efficient use of resources;
- report to parents/carers on the implementation of the school's policy for learners with SEND;
- have regard to the SEND Code of Practice 2015 when carrying out its duties to learners with SEND;

- ensure that parents/carers are notified of the decision of any extra provision being made for their child;

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. Our SEND Governor liaises closely with the SENDCO and is fully informed about all matters relating to the department. SEND provision is an integral part of each school's School Development Plan.

1.4 Admissions

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with Education, Health and Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

2. Identifying special educational needs

2.1 Identification and assessment

The Trust monitors all pupils who are not making adequate progression in the four areas specified in the SEND Code of Practice 2015:

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

This policy should also be read alongside the Local Offer, which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.

We recognise individual strengths and look to use well-evidenced interventions to allow our pupils to grow.

Our partnership with parents/carers is key in the development of interventions to meet the need of the whole child to enable their child to achieve their best, become confident individuals and make a successful transition into adulthood.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEND:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

- Being a child of servicemen/women

2.2 A graduated approach to SEND support

- In the Trust we provide high quality teaching. This is regularly reviewed by senior staff and middle leaders.
- The class teacher is the first step in identifying pupils who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of pupils in their class – those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching. This is ‘Quality First Teaching’.
- Through staff appraisal and a proactive approach towards Teaching and Learning we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable pupils and knowledge of the areas of SEND frequently encountered.
- In considering whether a pupil needs special educational provision we will look at the overall desired outcomes – the teacher and SENDCO considering all the information within school, national data and expectations of progress. This will then determine whether something *different or additional is required*.
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** – Assessments of pupils, **PLAN** – Planning for any additional in-class intervention, **DO** – Implementing intervention and then **REVIEW** – Reviewing the impact of the in-class work before a pupil should be identified as SEND.

2.3 The SEND register

- The SEND register is reviewed termly following the completion of the Whole School assessment and monitoring progress.
- Parents/carers are informed of consideration to changes of the level of input (increase or decrease) their child will receive - a discussion with the parent and child will be key in this process.
- Pupils with Education, Health and Care Plans will have a One-Page Profile and Person-Centred Plan. The Plan, drawn up in agreement with parents/carers and pupils, will show what the pupils (and parents/carers) feel supports them and will suggest strategies for use in the classroom by the teacher.
- The Person-Centred Plan will have termly targets specifically looking at the identified areas of difficulty; progress will be against the expected outcomes. This review will take place by the SENDCO and SEND Team.
- Pupils at SEND Support also have One-Page Profiles and Person-Centred Plans – these pupils may receive additional input through external services.

3. Partnerships

3.1 Partnership with external agencies

The Trust works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include:

- Educational Psychologist
- Learning Support Advisory Team
- ENHANCE

- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing-impaired pupils
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS/BEEU
- Autism West Midlands
- Lifelines (Bereavement Service)
- Shropshire Youth (Shropshire Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Shropshire Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- Multi-Cultural Service

Many of these services are now bought in and the Trust has a Service Level Agreement in place for some services that we use more regularly.

3.2 Partnerships with parents/carers

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in pupil planners.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the IASS (Information, Advice and Support Service) for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of cooperation between parents/carers, schools, LEAs and others. This is important in enabling learners with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- The Trust has a Special Educational Needs and Disabilities section on the school websites and it provides links for parents/carers to:
 - SEND Information Report
 - 'Local Offer'
 - SEND Policy
- Parents/carers can also access other school policies including our Admissions Policy via our Website.

3.3 Partnership with pupils

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible in all the decision-making processes by:
 - being central to person-centred planning in Assess, Plan, Do, Review meetings (person-centred meetings) and setting targets;
 - contributing to their One-Page Profiles and Person-Centred Plans through individual consultation with a member of staff;
 - discussing option choices;
 - discussing their needs and problems;
 - annual reviews and termly person-centred meetings.

3.4 Transition partnerships

- A member of the SEND Department attends SEND reviews at partner primary schools.
- All feeder primary schools are visited by the SENDCO / assistant to gather information
- about incoming pupils.
- SENDCO or assistant attend termly primary school Education in Partnership meetings.
- A transition programme is provided for vulnerable Year 6 SEND pupils, in liaison with parents/carers and primary staff.
- Shropshire Youth provide support and advice on post 16 provision for SEND pupils.
- Post 16 providers are invited to annual reviews for learners in Year 11 who have an Education, Health and Care Plan.
- Additional adult support is provided on taster days/interviews for vulnerable pupils.

4. Managing and supporting pupils with medical conditions in the Trust

The Trust 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 make reasonable adjustments to comply with its duties under the Equality Act 2010.

The policy for supporting pupils with identified medical needs is available on the school website. Education and Health Care Plans are retained at the school medical office with specific individual pupil advice.

5. Monitoring and evaluation of SEND

- Monitoring and evaluation of learners with SEND is through analysis of termly pillar data, regular contact with parents/carers within Assess, Plan, Do, Review meetings, termly review of intervention impact and feedback from subject staff, access leaders and teaching assistant records of progress.
- The SEND Policy is subject to annual review and should be read alongside other school policies.
- The SENDCO regularly reports back to the Headteacher.

- The Link Governor completes an annual SEND report.
- There is at least an annual visit from the SEND Governor.
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments.

6. Reviewing the SEND Policy

- The SEND Policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND Policy should also be read alongside the **Disability and Accessibility Policy** and the school's Local Offer.
- The Governors receive an amended/updated policy annually.

7. Accessibility

- The Trust has a duty under the Equality Act 2010 to increase its accessibility for disabled pupils.
- The Trust has an **Accessibility Plan – referred to as a Disability and Accessibility Policy above** which outlines its strategies.
- We endeavour to offer all curriculum opportunities and activities available to all pupils and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.
- Staff receive input from Shropshire Sensory Inclusion Service to enable them to adapt their teaching methods and confidently use hearing monitors and adapt materials or the learning environment to support pupils with visual impairment.
- Parents/carers of pupils with disabilities receive information through letter, web-site, text and email and sometimes through a follow up telephone call depending on their preferred method of communication.

8. Procedures for concerns

The Trust endeavours to do our best for all pupils but if there are any concerns we encourage those concerned to approach, in the first instance, the SENDCO directly and then if unresolved, the Headteacher. A response will be made as soon as possible.

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

Appendix A

1. Supporting pupils with medical needs to attend school

1.1 Identification

Through the regular attendance review process, Attendance Officers and Pastoral Staff, are to be alert to pupils who are not attending school due to anxiety, mental health or other physical conditions.

When a member of staff identifies that a pupil is reported as suffering from a condition which is having an impact on school attendance, they are to notify the relevant staff member from the pastoral/support team.

1.2 General considerations

The relevant staff member (pastoral/family support worker or SLT) will call home and discuss the situation with parents/carers. This call should take place within one week of notification.

Staff must always be aware that any absence due to physical or mental illness is a statutory defence in the eyes of the law and should not make judgements on whether a reported illness is genuine or not.

1.3 Actions to be taken to support students with mental health or physical conditions

| Action | Timescale |
|---|--|
| <p>Nominated member of staff to call home and ascertain:</p> <ul style="list-style-type: none"> • Nature of reported illness. • Impact the illness is having on school attendance. • Measures parents/carers believe will assist pupil to attend school. • Consider with parents/carers whether the pupil could attend school, but not timetabled lessons, using for example RAISE or other student support facility. • Secure support and interventions appropriate to the individual student's needs, <p>Refer parents/carers/students to:</p> <ul style="list-style-type: none"> • Kooth • School Counsellor • Any local counselling agencies <p>Provide homework and connections while the student is absent:</p> <ul style="list-style-type: none"> • Arrange for pupil to come into school and collect homework. • Replenish homework when completed work is returned to school. • Arrange for work to be emailed home in cases where a pupil is too ill come into school. | <p>Within the school's expected timeframe, which will be no later than one week.</p> |

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| <ul style="list-style-type: none"> • Consider arranging periodic home visits to maintain a home/school link. • Give parents/carers a single point of contact. | |
| <p>Refer student to SEND who are to:¹</p> <ul style="list-style-type: none"> • Assess for any unmet SEND needs or barriers to learning. • Register pupil as SEN Support (K). • Follow the four-part: Assess, Plan, Do Review process to ensure that pupil's needs are being met and that they are making good progress. <p>DFE guidance is clear that support should be provided from an early stage, whether or not the child has a specific diagnosis.</p> | <p>Within 2 weeks</p> |
| <p>The Progress Leader or a member of pastoral staff must meet with parents/carers and ascertain what support has been sought from medical or mental health services.</p> <ul style="list-style-type: none"> • In cases where a pupil is not attending school due to a reported mental health condition a referral to BeeU (0-25-emotional-health-and-wellbeing-service) must be made. • In cases of physical illness, a referral to any appropriate medical services must be made. • Inform the Local Authority Inclusion Services, in cases where it is clear that the pupil's illness will prevent them from attending school for 15 or more school days, either in one absence or over the course of a school year, and where suitable education is not otherwise being arranged. • If the authenticity of illness is in doubt, school can request parents to provide medical evidence to support absence but are advised not to request such evidence unnecessarily; there must be a clear case to do so. This means that absence must be authorised unless they have reason to doubt that a pupil cannot attend school by reason of sickness.² • If parents are reluctant or unable to provide medical evidence a request should be made to the Education Welfare Officer to contact parents/carers to gain consent to discuss or obtain medical evidence from medical professionals. | <p>3 weeks or as soon as SEND assessment has been made</p> |
| <p>In cases where school believes that it does not have the expertise, funding or ability to fully identify a pupil's needs it should consider the following options:</p> | <p>Following one cycle of Assess, Plan, Do Review.</p> |

¹ DFE 2019/0031144 dated 20th October 2019 (para 4-6)) – School Attendance Policy Team

² DFE 2019/0031144 dated 20th October 2019 (para 14) – School Attendance Policy Team

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| <ul style="list-style-type: none">• Apply for an Education, Health and Care Plan.• Make a referral for an Educational Psychologist Assessment.• Make an application to the Placement Panel for a Tuition, Medical and Behaviour Support Service placement. | |
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