

SEND Policy



ADVANTAGE
S C H O O L S

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Contents

1.	Aims.....	3
2.	Purpose	3
3.	Legislation and guidance.....	3
4.	Definitions	3
5.	Roles and responsibilities.....	3
6.	SEND information report	4
7.	Identifying pupils with SEN and assessing their needs.....	5
8.	Consulting and involving pupils and parents	5
9.	Assessing and reviewing pupils' progress towards outcomes	5
10.	Supporting pupils moving between phases and preparing for adulthood	5
11.	Complaints about SEND provision	6
12.	Monitoring arrangements	6
13.	Links with other policies and documents.....	6

1. Aims

Our SEND policy aims to:

- Set out how our schools will support and make provision for pupils with special educational and Disability needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Purpose

The policy will ensure that:

- The needs of those pupils with SEND are identified early through rigorous assessment and appropriate provision made to meet their needs.
- Those pupils with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in school activities.
- Pupils with SEND are valued equally with all other pupils and will be enabled and encouraged to develop their potential to the full.
- The organisation of the school will ensure an appropriate support framework to respond to pupil's identified needs.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEN information report

This policy also complies with our funding agreement and articles of association.

4. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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
- An Education and Health Care Plan

Children 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCo

Each school will have a named SENDCo. They will:

- Work with the Principal to determine the strategic application of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and over-see work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the first point of contact for external agencies, especially the local authority and its support services
- Oversee liaison with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school Disability Access Policy and Accessibility Plan is published and details the school arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensure the governing board have access to the information needed to effectively monitor, examine and challenge the school in upholding its responsibilities to pupils with SEND

5.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Work with the SENDCo and Principal to regularly review and publish the school Disability Access Policy and Accessibility Plan, detailing the school arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children
- Monitor, examine and, where necessary, challenge the implementation of the SEND policy and provision in the school to ensure pupils with SEN and disability receive appropriate support and high-quality teaching
- Update the governing board on the quality and effectiveness of SEN and disability provision within the school

5.3 The Principal

The Principal will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class teachers

Each class 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND information report

SEND Information reports are pertinent to each setting. These reports are available on each school's website and will be reviewed annually by the schools. This will include the range of needs for which the school currently provide additional and/or different provision. The kinds of SEND for which schools are likely to provide includes:

- Communication and interaction, for example, Autistic Spectrum Disorder and/or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

7. Identifying pupils with SEN and assessing their needs

Schools will assess each pupil's knowledge and attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and in collaboration with the SENDCo will identify those 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 child and their peers
- Widens the attainment gap

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 SEN. When deciding whether special educational provision is required, schools will start with the desired outcomes, including progress and attainment goals, and the views and the wishes of the pupil and their parents.

Schools will use this to determine whether pupil needs can be met first through high quality teaching, adapted for individual pupils, or whether something different or additional is needed, with reference to the 'Advantage Schools Teaching and Learning Handbook' and the document 'Quality First Teaching At Advantage Schools'

8. Consulting and involving pupils and parents

Schools will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone understands the next steps

Notes of these early discussions will be added to the pupil's record and shared with parents.

Schools will formally notify parents when it is decided that a pupil will receive SEN support.

9. Assessing and reviewing pupils' progress towards outcomes

Schools will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. SENCOs will collaborate with class and subject teachers to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other school staff assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Schools will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

10. Supporting pupils moving between phases and preparing for adulthood

Schools will share information with the school, college, or other setting the pupil is moving to. Schools will advise parents and pupils which information will be shared as part the transfer process.

Pupils will consider and implement processes to support pupils with SEND in transitioning into or out of provision, for example through liaison with other settings and supporting additional induction days.

11. Complaints about SEND provision

Complaints about SEND provision in the school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

12. Monitoring arrangements

This policy and information report will be reviewed **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of trustees.

13. Links with other policies and documents

This policy links to trust and school policies on:

- Accessibility
- Behaviour
- Equality and diversity
- Supporting pupils with medical conditions
- SEND Information report for relevant school

This policy should be applied in conjunction with the following documents:

- The Advantage Schools Teaching and Learning Handbook
- Quality First Teaching at Advantage Schools