

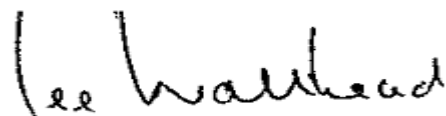
Tall Oaks Academy Trust
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POLICY

Special Educational Needs

September 2020

Review date: August 2023



Mr L Wallhead – Chair of Trustees

Special Educational Needs and Disabilities Policy

Policy Statement

Our Trust intends to provide equal opportunities for all pupils irrespective of gender, ethnic origin, religion, age, physical ability or academic ability. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and carers and other professionals.

Definition of the term “Special Educational Needs and Disabilities”

“A child whose needs are significantly greater than those of his peers thus requiring special provision to be made for him or her”.

It is estimated that 20% of pupils may experience learning difficulties at some point during their education. These difficulties may be short term or long term and may include one or more of the following areas: intellectual, physical, sensory, social, emotional, behavioural, speech or language.

Most children with special educational needs will not be disabled under the terms of the Disability Discrimination Act 1995 which defines a disabled person as one who has a physical or mental impairment which has substantial and long term effects on a person's ability to carry out normal day to day activities. A significant proportion of those who are disabled will have special educational needs (see circular 20/99)

The Trust's Educational Philosophy

To provide a learning environment in which each child will work towards academic, physical and social goals. Each child will be allowed to develop individually in a structured, happy and supportive manner. The role of the Trust will be to provide positive support for that development with equal opportunity for all to work to their full potential.

The Objectives for Pupils with Special Educational Needs

To develop an inclusive curriculum and apply the following principles as set out in the 1999 DFE National Curriculum for England document:

- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individual and groups of pupils;
- To demonstrate differentiation and varying approaches relevant to the needs of each child;
- To meet the child's needs within mainstream alongside his peers, taking into account the parents and carers wishes as far as is appropriate;
- To improve learning and raise the standards of achievements.

Aims

- To ensure that the procedures within the Trust conform to the relevant Codes of Practice.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and had 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 (June 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions – April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sep-2013

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Objectives

- To identify as early as possible children who are failing to make satisfactory progress;
- To seek the view of the child and take these into account;
- To maintain records which outline the child's needs, assessments and progress.
- To provide programmes to meet the child's need;
- To monitor and regularly review those programmes using an "Assess, Plan, Do, Review" cycle;
- To ensure liaison is maintained between all concerned parties: parents/ carers, school staff, trustees and outside agencies;
- To utilise staff expertise and resources to provide the opportunity for staff development;
- To maintain and increase awareness of planning for special needs with regard to differentiation and access;
- To seek additional resources, both material and physical, as may be necessary to meet individual needs. This may include in class support or when specialised teaching is required withdrawal away from the main classroom.

Roles and Responsibilities

The Board of Trustees

- Will, in co-operation with the Executive Headteacher and Heads of Schools, determine the Trust's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the Trust's work;
- Will appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of children with SEND;
- Will report to parents and carers annually on the Trust's policy on SEND;
- The day-to-day management of the above duties have been delegated to the Executive Headteacher and the Inclusion Leader/ SENDCo.

The Executive Headteacher

- Is responsible for the day-to-day management of all aspects of the Trust's work, including provision for children with SEND;
- Will keep the Board of Trustees fully informed and work closely with the Inclusion Leader/ SENDCo;
- Will ensure that pupils who have an Education Health Care Plan (EHCP) will have an annual review;
- Will consider referring children to the LA for statutory assessment;
- May give special direction, either modifying, or displaying the National Curriculum, for a period of up to six months.

The Inclusion Leader/ SENDCo

The Inclusion Leader/ SENDCo is responsible for:

- Ensuring the Trust's Local Offer is up-to-date and available on the Trust's website, known as the SEND Information Report;
- The day to day operation of the Trust's SEND policy;
- Liaising with and advising teachers;
- Co-ordinating provision for pupils with SEND;
- Updating and overseeing the records on all pupils with SEND;
- Liaising with curriculum/subject leaders;

- Liaising with parents and carers (if requested by class teacher);
- Liaising with external agencies, including the educational psychology services and other support agencies;
- Liaising with other mainstream/special schools;
- Collecting suitable, high quality resources and informing colleagues about the range of materials available in and out of school;
- Attending relevant courses and relating information back to the staff;
- Liaising with school-based SEND Coordinators to discuss pupils with SEND;
- Should be closely involved with the strategic development of the SEND Policy and provision;
- Co-ordinating transition of information from feeder schools and also passing on SEND information to schools that children with SEND move on to.

The Teaching Staff

Each teacher is responsible for:

- Identifying, as early as possible, the children with SEND within their own class;
- Consulting the Inclusion Leader/ SENDCo (who will contact, if necessary, external support agencies) when setting up SEND Support Targets;
- Informing parents and carers of concerns;
- Updating records as and when necessary;
- Being supportive towards families during staging/statementing procedure;
- Organising the classroom to take account of children with SEND;
- Differentiating tasks, when possible, to allow maximum access to the curriculum for the individual;
- Providing a variety of teaching methods and approaches, when appropriate;
- Share and explain new targets with parents/ carers at Parent Consultations;
- Keep records of SEND meetings up to date on the Trust's on-line recording system.

Teaching Assistants (TAs)

In the Trust, there are a number of teaching assistants who work alongside the teachers and pupils. Some teachers may use the TA's to support individual or groups of children in

the classroom. It is generally the decision of the teacher on how to use the allocated TA time.

Some TA's work specifically with children who have EHCPs. These particular TA's have their roles more defined under the terms written in the EHCP.

External Support Agencies

The Trust will contact the appropriate external support agency when necessary. These may include:-

- Specialist Teaching Team (STT), Behaviour Outreach Support Service (BOSS), Educational Psychology (EP), Working Together Team (WTT), Sensory Impaired Service, Speech and Language Therapist, Physiotherapist and Occupational Therapist.

They may be required to:-

- Assess individual children's needs when requested by a teacher or the Inclusion Leader/ SENDCO;
- Make a written report on the individual's difficulties, needs and targets;
- Suggest strategies that could be used to help overcome the said difficulties;
- Be involved in some staff training programmes.

Parents/ Carers

As a Trust, we aim to create a positive and effective partnership with all our parents and carers.

For children who have SEND, we feel this relationship is crucial as a child's educational progress will be most effective if there is support at home and parental involvement in the education process. Parents/ carers should be fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEND are identified. Schools must tell parents/ carers when they first identify that a child has SEND.

We recognise that:-

- Parents and carers are a child's first educators and we value this influence;
- Development can be enhanced by close co-operation between parents/ carers and teachers, home and school;
- Parents/ carers have a unique view of their child;
- Parents/ carers have statutory rights regarding information about their child's progress and achievements at school;
- Parents and carers' different lifestyles and cultures should be respected.

We aim to develop a supportive partnership with parents/ carers by:-

- Informing them sensitively of any concerns as soon as possible and taking account of their feelings and wishes;
- Including them in any assessment undertaken with the child, so that any knowledge can be part of the assessment;
- Helping them support any work that is taken home;
- Working with them on strategies that may reinforce work being done at school i.e. behaviour strategies;
- Keeping them informed about their child's educational progress and any other concerns.

Parents and carers also have a responsibility to communicate with the school to support their child's education. In working with the school they should:-

- Communicate regularly with the school to alert them to any concerns they have about their child's learning or provision;
- Fulfil their obligations under the Home School Agreements which set out expectations of both sides.

Contacting Parents/ Carers

Parents and carers will be informed by the class teacher if there are any concerns. If this cannot be done verbally then a letter will be sent to ask the parents/ carers to come into school to discuss their child's progress. If any parents/ carers have a complaint, then the procedure is explained in the Trust prospectus and on the Trust's website.

Pupils

We feel that any educational progress needs a three-way partnership to be effective. This involves; the school, the parents/ carers and the children. We aim to positively involve the children in their learning process by:-

- Listening to their views and opinions about their learning;
- Discussing the purpose of the assessments and learning programmes;
- Encouraging them to participate, and make decisions about the provision for their learning. (This will hopefully help them to take more responsibility for both their learning and their progress).

We hope that all the above conditions will help improve a child's self-esteem and confidence.

Objectives for pupils with SEND

All children should be involved in making decisions where possible about their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

The main objective for our pupils is to provide maximum access to the curriculum. We hope to achieve this by:-

- Identifying children who are experiencing difficulties as early as possible;
- Acknowledging what they DO KNOW, but also assessing their needs;
- Developing (with help from external agencies) a prescriptive and individual education plan, which is on-going and revised to meet the needs of the child most effectively.

It should be ensured that where SEND Support Targets are in place that the child is involved at an appropriate level.

Assessment

We are well aware as teachers that, in order to judge pace and progression of learning, regular and frequent checks on a pupil's acquisition of knowledge, understanding and skills, are necessary.

The National Curriculum requires us to monitor their achievements against each attainment target.

It may be necessary to try and break down some attainment targets into smaller steps in order to structure the child's work, so as to provide a series of intermediate goals. These small steps will be recorded on the appropriate review sheet and SEND Support Targets, thus providing a record of achievement and continual assessment for the individual child.

Pupils will be involved in assessment and decision-making. The Trust needs to:-

- Explain clearly what additional support or assessment arrangements are being made, and how the pupil can contribute to them;
- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal;
- Recognise the potential stress of assessment and review arrangements and do their best to ensure that the child understands the role of the professionals who may be involved.

Identification

It is the responsibility of each teacher to identify children who may have SEND, within their own class, (unless the child has been previously identified). The teacher's own professional judgement will be the main instigator to the identification, but he or she will also take into account:-

- The concerns of parents/ carers;
- Children who are significantly below their age related expectation on school assessment systems;
- Teacher assessments which take place every term in the core subjects;
- Reading age significantly below chronological age;
- Any previous records, that may be relevant;
- SATs results.

Once identified, the teacher (who may wish to consult other members of staff at this stage), will make his or her concerns known to the Inclusion Leader/ SENDCo and to the parents/ carers.

Monitoring – The ‘Assess, Plan, Do, Review’ Approach

Once a concern about a child has been expressed, then the class teacher will liaise with the Inclusion Leader/ SENDCo and contact the child's parents/ carers.

At this stage, the child is added to the SEND Support list and will work within a normal classroom setting, with differentiated work. The class teacher will monitor and review the child's progress.

Reviews will be carried out termly as part of the Assess, Plan, Do Review cycle.

If the child makes progress, then he/she may remain on SEND Support or be returned to normal class work.

If after a period of time the child is still experiencing difficulty, then a review will be called that will include the pupil, the parents/ carers, the class teacher and the Inclusion Leader/ SENDCo.

If the decision to invite outside agency support is agreed upon, then the Inclusion Leader/ SENDCo will contact the relevant external agency.

At each stage a record of the reviews will need to be kept on the Trust's on-line recording system, CPOMs.

If it is thought necessary for the child to see an Educational Psychologist, the Inclusion Leader/ SENDCo in consultation with the parents/ carers, the relevant external agencies, the

Head of School

and class teacher will make the necessary arrangements.

Most external agencies will assess the child and make recommendations as to what strategies and targets can be developed.

By the time the Head of School considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of or information about:-

- The school's action through SEND Support;
- SEND Support Targets for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- National Curriculum levels;
- Attainments in English and Mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents/ carers and of the child;
- Involvement of other professionals;
- Any involvement by the social services or education welfare service.

The school will endeavour to keep parents/ carers and pupils fully involved as equal partners throughout the process.

Record Keeping

All SEND support targets and provision maps are stored on our secure and password protected software known as CPOMs. Any paper copies of documents received in school such as medical reports and outside agency advice can be scanned and uploaded onto the child's file. Only relevant school staff can access this information. This record keeping system meets the criteria of the Trust's data protection requirements.

Review Procedures

A review date will be set at the onset of each Action Plan/Programme, this usually takes place alongside parents' consultations, although there may be circumstances where reviews take place at other times during the term. On the stated dates the class teacher, Inclusion Leader/ SENDCo and any other people who need to be involved e.g. parents/ carers, STT, Speech Therapist etc. will meet to evaluate progress and determine the next course of action.

The Head of School and Inclusion Leader/ SENDCo will organise annual reviews for the children who have an EHCP, drawing on parents/ carers, pupils and all appropriate agencies for their contributions about the child's progress. The annual review informs the L.A. of the child's progress and reviews effectiveness and suitability of the provision.

Providing for Special Needs for each part of the curriculum

It is the responsibility of every teacher to work alongside each curriculum coordinator, to ensure that provision and access to the curriculum is made in each subject. It may also be necessary to discuss such aspects as resources and differentiation.

Curriculum Planning

It is the responsibility of each teacher to ensure that content and teaching and learning styles are appropriate to pupil's individual needs across the curriculum, taking into consideration pupil strengths and weaknesses.

Planning using the National Curriculum programmes of study will allow a teacher to decide upon the most suitable tasks, activities, concepts and skills for that child, as well as providing progression through the attainment targets of the National Curriculum.

Teaching Strategies

Pupils learn best when they feel valued and their achievements are recognised. Within the class there will be a wide range of ability and experience. This calls for a flexible approach, in order to provide success and a challenge for all of them.

A variety of teaching strategies and styles will be used in order to alleviate some of the difficulties that some children face, and ensure that all pupils have access to the different areas of the curriculum.

Staff recognise that all children have individual learning styles and will respond differently to diverse teaching styles. They will endeavour to ensure that their main input varies between aural, kinaesthetic, and visual teaching styles.

These will include:-

- Differentiation of work;
- Class teaching/whole group access;
- Small group work;
- Paired/shared work;

- Pupil/teacher partnerships;
- Resource-led learning;
- Careful analysis of learning tasks.

Staff are aware that the following areas must be taken into consideration when planning a scheme:-

- A clear set of aims and objectives shared with the children for the circular area in question;
- The need to adapt/modify aspects of the curriculum;
- The need to adapt/modify resources and materials;
- Appropriateness of teaching styles;
- Pace of teaching and learning;
- Breadth and balance of the curriculum;

Pupil Learning

Within the class, there will be a variety of learning styles. These include:-

- Paired/shared learning experiences;
- Free choice of groupings;
- Full access through computers and programmes;
- Successful learning;
- Feedback from learning and awareness of targets for progress;
- Celebrating success (positive reinforcement).

The Learning Environment

The environment of the school and classroom will be such as to make learning exciting. It will help those who need extra encouragement and stimulus. It will include:-

- An atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive;
- Classroom layout and appearance which will stimulate pupil/teacher interaction and

adjust according to curricular needs;

- Flexible groupings of pupils;
- Co-operative learning among pupils;
- Access to specialist advice through external agencies;
- Continuous communication with parents/ carers and mutual parent-teacher support;
- Use of accelerated and effective learning techniques.

We are aware that a stimulating environment is not always appropriate for some children.

Working with other schools

The Inclusion Leader/ SENDCo will liaise with feeder infant and nursery schools concerning the transfer of children with SEND to make their transition as smooth as possible.

The Inclusion Leader/ SENDCo will liaise with the local secondary schools in matters concerning the transfer of year 6 children with SEND from Key Stage 2 to Key Stage 3. It is hoped that these meetings will help the transition to be smooth for these children.

Working with external agencies

Although most of the children's programmes are implemented by the class teacher, there is also opportunity to have further support from a variety of agencies for both teachers and pupils.

These include:

- The Specialist Teaching Team;
- The Education Psychology Service;
- Behaviour Outreach Support Service;
- The Health Service;
- Social Services;
- Diagnostic and Assessment Units;
- The Working Together Team;
- Speech and Language Therapy;

- Sensory Impaired Service;
- Voluntary Support Services e.g. The Dyslexia Association;
- English as an Acquired Language.

Whole School Planning

Co-operative curriculum planning will ensure that all teachers have access to support and advice on effective teaching and learning. This will ensure that each child's needs are met throughout the curriculum.

Staff Development

In order to develop staff awareness and expertise in the area of special needs, the Inclusion Leader/ SENDCo will:-

- Organise staff meetings particularly for SEND issues;
- Attend relevant courses in order to inform staff.

Conclusion

We realise that the special needs policy document will have to be regularly reviewed and evaluated in the light of any government or local authority change.

This will be undertaken on an annual basis by the Inclusion Leader/ SENDCo in consultation with the Trustees and Executive Headteacher

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and had been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
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