



This Policy was adopted by the governing body of

Ash Grove Primary Academy

SPECIAL NEEDS AND DISABILITY POLICY

Dated: 30th November 2022

Date for Review: 30th November 2023

Legal framework

This policy is written with reference to the following further guidance and documents:

- *Children Act 1989*

- *Children and Families Act 2014*
- *Health and Social Care Act 2012*
- *Equality Act 2010*
- *Equality Act 2010 (Disability) Regulations 2010*
- *Education Act 1996*
- *Education Act 2002*
- *Mental Capacity Act 2005*
- *National Curriculum in England Key Stage 1 and 2 framework document (2014)*
- *Special Educational Needs and Disability (Amendment) Regulations 2015*
- *SEND Code of Practice 0 – 25 years (2014)*
- *Special Educational Needs (Personal Budgets) Regulations 2014*
- *Special Educational Needs and Disability (Detained Persons) Regulations 2015*
- *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- *Teachers Standards 2012*
- *Local Government Act 1974*
- *Disabled Persons (Services, Consultation and Representation) Act 1986*
- *Data Protection Act 2018*
- *The General Data Protection Regulation 2018*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2017) 'Supporting pupils at school with medical conditions'*
- *DfE (2018) 'Keeping children safe in education'*
- *DfE (2018) 'Working together to safeguard children'*
- *DfE (2018) 'Mental health and wellbeing provision in schools'*
- *DfE (2015) 'School admissions code'*

This policy operates in conjunction with the following school policies:

- *Exclusions Policy*
- *Admissions Policy* • *Intimate Care*
- *Anti Bullying Policy* • *Online Safety Policy*
- *Behaviour Policy* • *Mental Health and Well Being Children*
- *Disability Equality Scheme & Disability* *and Staff Policy*
- *Early Years Foundation Stage Policy* • *Positive Handling Policy*
- *Equality & Objectives Policy* • *Safeguarding Policy*

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1) Aims

At Ash Grove Primary Academy, as part of the INSPIRE MAT we are committed to a policy of educational inclusion whereby a supportive learning environment is provided.

We strongly believe in the role of quality first teaching and curriculum entitlement for all children to reach their full potential.

It is our aim for all children to have their diverse needs met, experience success and develop a feeling of self worth. All school staff are actively engaged in trying to match provision to the individual needs of all our children.

We recognise that some children have barriers to learning or significantly greater difficulty in learning and/or accessing the curriculum than others of their age. Teachers take into account these needs and make provision to support pupils to participate

effectively in all aspects of academy life, through scaffolding and reasonable adjustments where required

These difficulties may be long or short-term. These children are identified as having 'Special Educational Needs and/or Disability' (SEND). As we strive to achieve success for children with SEND we follow the guidance set out in the SEND Code of Practice 2014. Support is planned for individual children to help meet their needs and allow them to achieve positive outcomes in relation to their starting points. Types and levels of support will vary from child to child;

Objectives

- To work within the guidance set out in the SEND Code of Practice 2014.
- To identify and provide for children who have special educational needs.
- To ensure that pupil voice is represented within this process.
- To involve and support parents/carers at every stage in plans to meet their child's additional needs.
- To provide full access to the curriculum through quality first teaching and reasonable adjustments.
- To operate a whole school approach to the management and provision of support for children with SEND.
- To have a child centred approach throughout the Assess, Plan, Do, Review Cycle.
- To collaborate between education, health and social care services to provide support and to ensure children are prepared for adulthood, including independent living and employment.

2) Identifying Special Educational Needs

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

This can be characterised by progress which:

- 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

When identifying a child's needs we believe that it is essential to consider the child as a whole. Within the SEND Code of Practice there are four broad categories of need outlined, however this does not mean that we must categorise children into one of these areas. By considering each child's needs individually we may find that they fit in to several areas. All of a child's needs, both SEND related and health needs, will be considered before planning provision/support for that child. The four main areas of need as explained in SEND Code of Practice (2014:97):

Communication and Interaction

Children and young people 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 they do not understand or use social rules of communication.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, Emotional and Mental Health difficulties

Children and young people 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.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

A child has SEND when their learning difficulty or disability requires special educational provision, that is different from or additional to provision that is typically available to children of the same age. Consideration will also be made to needs that are not SEND but may impact on progress and attainment such as;

- Disability (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 SEND)
- Attendance and punctuality
- Health and Welfare

- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a Child of a Serviceman/woman.

Children identified as having a SEND will be added to the school's SEN register which all staff can access and is updated regularly by the SENDCo. Being added to the register does not mean that the child will always remain on the register but will be monitored closely and removed if/when it is deemed they no longer require additional support to maintain the progress (see the graduated approach).

Children on the register will be classified in two main ways: SEND support or Education and Health Care Plan (EHCP). Both designations allow pupils with differing levels of need to access learning within a mainstream classroom or setting and promote supported and independent learning.

Those children that are at risk of underachievement are identified by any member of staff or their parent/carer. The class teacher will fill out a SEND / Nurture cause for concern form. This detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. These cause for concern forms are reviewed by the SENDCo, Inclusion lead and Headteacher in a weekly meeting where the next steps are identified.

3) A graduated approach to SEND support

The School has a graduated approach to meeting children's educational needs. There are three waves of provision that can be provided to meet these needs:

Wave 1

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff in or outside of the classroom. This, for the majority of children, will be sufficient provision for them to make good progress. The SENDCo and members of the Senior Leadership Team closely monitor this provision.

Wave 2

Those making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which 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

These children will require differentiated work or teaching methods within quality first wave teaching in order to make work accessible to them. This could take the form of more scaffolding in work, adaptations to meet individual learning style, additional adult support during the lesson or quality first teaching during 'catch up' based interventions aimed to close the gap in attainment between specific children and the age-related expectations.

Support may include some guidance from external agencies.

Wave 3

Few children will require work to be planned that is significantly different from their peers in difficulty or approach to teaching. These may require additional resources- both physical and/or human in order to make progress. All waves of provision are monitored regularly by the SENDCo and supporting agencies. Plans are reviewed at least three times a year with parents.

Support will include guidance and intervention from outside agencies.

4) Managing the needs of children with SEND

The School follows the 'assess, plan, do, review' process. Simply, this means we assess a child's needs through discussion and observation, we then plan a strategy to meet their need and set a time scale in which we hope to see an impact and these are outcome led. The strategy is implemented with the child and after the set time scale the impact is reviewed.

Step One: Additional Response

In deciding whether to make special educational provision, the teacher, parents and SENDCo will consider all of the information gathered from within the school about the child's progress. Children are only identified as potentially having SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. When it is decided that a child does have SEND, the decision is recorded in the schools SEND register and school liaise with the child's parents about the special educational provision that is being made.

Step Two: SEND Support (Supporting Me to Learn Plan/One Page Profile)

All children on the SEND register who do not have an EHCP will be classified as SEND Support in accordance with the SEND Code of Practice 2014. They will be placed on a Supporting Me to Learn Plan and/or a One Page Profile at the discretion of their needs.

A Supporting Me to Learn Plan is a termly target record that specifies specific targets/**outcomes** for a children with SEND needs to work towards. These steps are usually smaller to allow for the child to practice and apply these skills with independence. The Supporting Me to Learn Plan is reviewed termly (three times a year) and new targets are written, shared and agreed with the parents and pupils. Children may access external support where their targets can be written in

collaboration with the specialists involved. The types of provision available at Ash Grove is detailed on the provision map.

A One Page Profile is a summary that outlines what works best for a child and how they are best supported in and around the classroom.

SEND Support explained further

As part of the process of managing the level of support needed for children at SEND Support the school has three planning meetings each year with a representative from EYSEND Team and WISENDSS. Planning meetings are an opportunity to discuss children in school and their needs without being specific about children. It is an opportunity for the SENDCo and class teachers to gather information and advice that can feed into their planning to meet a child's needs. These meetings are also a chance to talk about specific children who are already open to a service and their progress. School and the service may decide to keep the case open if ongoing support is needed or close the case if current support is not needed at this time. The service will take new referrals for some children at these meetings. All external agencies will offer advice regarding SEN provision and outcomes to implement and monitor. It is good practice for schools to discuss pupils with outside agencies so SEN provision can be implemented and then modified/reviewed.

If the child has not met their expected outcomes and no circumstances can explain this, then the process will be repeated again with a new provision may be required.

For children with more complex needs, support in this process will be requested from outside specialist agencies such as:

- WISENDSS – Wakefield Inclusion and Special Educational Needs / Disabilities Support Service
- EPS - Educational Psychology Service • CAMHS - Child and Adult Mental Health Service • School Nursing.
- CFIT – Child and Family Inclusion Team
- SALT – Speech and Language Therapist
- FiM – Future in Minds

All children at SEND support are monitored closely to check the provision planned by the class teacher is having a positive and significant impact on their progress. The Supporting Me to Learn Plan/One Page Profile reviews outline the level of success and need for the individual child.

Step Three: My Support Plan

Children at SEND support with additional outside agency support who have particularly complex needs may have lots of different outside agencies involved in planning their provision will also have a `My Support Plan` completed over the next year in line with Wakefield Authorities SEND model of support. These will be completed through collaboration of the SENDCo, the parents/guardians, the child and specialist advice and involvement. If a child requires additional support then the agreed decision to seek additional support would be agreed. The request for an EHC assessment via Wakefield Council would begin.

Step Four: Education Health and Care Plan (EHCP)

A small number of children, whose needs are complex and long term, may require a greater level of support. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a child the child has not made expected progress, the school and parents/carers should consider requesting a statutory assessment of EHC needs. For these children a request will be made to SENART to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their Special Educational Needs and/or Disability.

The decision to request for an EHC assessment of need to SENART will usually take place at a 'My Support Plan' meeting in school. During these meetings agreed long and medium term outcomes are identified and these are monitored and regularly reviewed. The evidence collected through My Support Plan forms the basis for requesting an EHC assessment of need if necessary. EHC plans will be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the local authority, as a minimum, every 12 months or at parental request.

A parent/carer is able to request an EHC needs assessment when it is clear that the provision required is above the level generally provided for others of a similar age. Should the request for an EHC assessment be unsuccessful, parents/carers have the right of appeal and tribunal. Parents are able to access support from SENDIASS in relation to this or any SEN query they may have.

Children with an EHCP

All children with an EHCP will receive an annual review of that plan in a review meeting chaired by the SENDCo. All parties involved with assessing, planning, implementing or reviewing the child's needs will be invited to the meeting by the SENDCo. In the review, the child's current needs will be discussed and documented. Both long, medium term and short term targets will be reviewed and new targets set. The 'assess / plan / do/ review' cycle will still continue, and further agencies and professionals may get involved. These will be noted on their One Page Profile and Supporting Me to Learn Plan. This will outline key targets for the following term set through collaboration with the class teacher, the parents/carers and the child. Targets will be based on wanted outcomes for the child, they will relate to the child's needs not just academic progress. These will be reviewed at 3 points during the year. Parents are invited to be part of this process.

For pupils transferring from Y6 to Y7 and moving to another setting for the next phase in their education, the annual review cycle must be completed earlier in the year and before 31st October (during Autumn Term 1).

Criteria for exiting the SEND register

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or

additional to support then the child no longer needs to be classed a SEND Support.

5) Supporting children and families

The schools SEND Information Report (Local Offer) is available on our website for parents to access. This website also offers access to our: Mental Health and Well Being Policy, Disability Equality Scheme and Disability Accessibility Plan for Pupils, Admissions policy, Equality and Diversity Policy and Administering Medicines in School policy.

School have links with other agencies which support the family and child.

A transition process takes place for those children moving into school, moving between classes and into secondary school. Arrangements are made for all children but additional arrangements are put in place for those children who have Special Educational Provision, these are adapted to the needs of the child.

The Local Authority has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Parents can also access support from Barnardo's.

6) Supporting children with medical needs

The School recognises that children 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Specific personalised arrangements are put in place in school to support children with medical conditions.

7) Monitoring and assessment

Class teachers, supported by the Senior Leadership Team, assess progress of all children termly. The Senior Leadership Team regularly and carefully review the quality of teaching for all, including those at risk of underachievement through classroom observations, monitoring of books and by talking to the children themselves.

Assessments of child progress will be individualised where possible to suit the learning needs of the child.

Some children may be assessed on the Wakefield Progression Steps (WPS) or Boxall profile. These assessment tools support target setting and provide children with small manageable steps that they may focus on in lesson time or interventions.

8) Training and resources

In order to meet the diverse needs of all children, the staff will need access to training. The Trust is committed to the ongoing training of all staff, and within the Trust, good practice is shared. Individual Academies keep records of the qualifications and training of all staff. This helps in matching children's needs and in making sure that all staff are kept up to date with new initiatives and have access to appropriate training. The SENDCo in each academy is proactive in identifying any training needs.

9) Roles and responsibilities

The Governing Body

Our SEND named governor is Sally Henshall.

shenshall@ipmat.co.uk

The Governing Body, in consultation with the Head Teacher, determines the application of the Trust's SEND Policy and approach to provision for children with special educational needs, within their own academy. They are also responsible for establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work. This will be supported by a termly update on the progress of SEND pupils in the Headteachers Report to the Local Governing Body. (minimum expectation).

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that children with SEND are fully involved with school activities
- Ensure they are fully involved in developing and reviewing SEND Policy.

The Principal / Head of School

The Principal/Head of School is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Principal/Head of School keeps the Governing Body informed of all developments with regard to SEND. The Principal/Head of School informs parents of the fact that SEND provision has been made for their child.

SENCOs

The SENDCo for Ash Grove Primary Academy is Camilla Chorley.

cchorley@ipmat.co.uk

The Code of Practice states that the role of a SENDCo is:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after child has SEND
- Advising a on graduated approach to providing SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned

- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up to date.

The SENDCo must be a qualified teacher. A newly appointed SENDCo must be a qualified teacher and where they have not previously been the SENDCo at that or any other relevant school for a total period of more than 12 months they must achieve the NASEN qualification within three years of appointment.

Camilla Chorley completed the NASEN qualification in November 2021.

Teachers Will:

- Be responsible for delivering quality first teaching to all pupils in their class.
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND.
- Work with the SENDCo to decide the action required to assist the child to make progress.
- Work with the SENDCo to collect all available information on the child.
- Develop and review paper based plans for children in consultation with the SENDCo, parents and the child. (see SEND pathway).
- Work with SEND children on a daily basis to deliver the individual programme set out on the Trust's documentation.
- Develop effective relationships with parents.
- Encourage children to participate in decision-making.
- Be involved in the development and review of the school's SEND policy.
- Continuously assess child progress and identify the next steps to learning.
- To keep parents informed of child progress.
- Work with the SENDCo to identify their own training needs around SEND.

Teaching Assistants Will

- Provide relevant support to identified children
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of children's progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work in collaboration with the SENDCo, teaching staff, parents and the child in the preparation of relevant documentation.

10) Storing and managing information

All information is stored and shared in line with the confidentiality policy. The minimum retention period for documentation is 25 years after the child's date of birth. At this time each case is reviewed individually due to legal proceedings. If there are no legal proceedings documentation will be destroyed.

External Agencies provide parents with a copy of their GDPR policies in advance of their permission to request support. This allows parents to fully understand how external parties will store and use their child's data.

Reviewing the Policy

The SEND policy will be reviewed annually and may be amended prior to this if significant reforms are implemented. A current policy will be available on the school website or by request at the school office.

Arrangements for Complaints

We recognise that from time to time there may be difficulties or differences of opinions when accommodating children with SEND. The school will try to resolve any problems that arise, but will signpost parents to alternative support such as the Parent Partnership Service or the LA, should this be necessary. The school's complaints procedure can be requested at the main office. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

