



SEND Policy

September 2021

School vision statement

At Clover Leys Spencer Academy pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to follow our EVOLVE expectations to create a culture that has respect, resilience, aspiration, determination and positive relationships at its core. We offer a safe and enjoyable learning environment where excellence is promoted.

Scope of this policy

Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, Black Hawkins & Rouse, 2017; Hehir, et al., 2016). At Clover Leys Spencer Academy, we are committed to promoting inclusion and providing an inclusive education. This policy outlines how the staff and governors at Clover Leys Spencer Academy ensure that they fulfil both their statutory duties and support the wider vision and ethos in the SEND code of practice (DfE: 2015). It describes the way we meet the needs of pupils who experience barriers to their learning.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We recognise that many pupils at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and to provide teaching and learning contexts which enable every pupil to achieve to his or her full potential.

The school sees the inclusion of pupils identified as having a special educational need and/or disability as an equal opportunities issue, and we also model inclusion in our staffing policies, relationships with parents/carers and with the community.

Aims and Objectives

The purpose of this policy is:

- To ensure the Special Educational Needs and Disability Act and relevant Codes of Practice and guidance are implemented effectively.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
- To continually monitor the progress of all pupils, and to identify their needs as they arise and to provide support in a timely manner.
- To provide full access to the curriculum through differentiated planning.
- To provide specific input, in addition to differentiated classroom provision, that is matched to individual needs, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued by staff and parents/carers.
- To ensure that we are able to meet the needs of children and young people who live in our community.
- To enable pupils to move on from us well equipped to meet the demands of the next stage in their education or training.
- To involve parents/carers at every stage in planning in order to meet their child's additional needs.
- To involve children/young people themselves in planning and in any decision that affects them.

Definition of SEND

The SEND Code of Practice (0-25 years) (DfE, 2015: 15) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is,



... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

(Office for Disability Issues, 2011:11)

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

School also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE, 2015). (See Supporting Pupils with Medical Conditions Policy.)

Areas of SEND need

There are four 'areas of need' as stated in the SEND Code of Practice (2015:97):

1. 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, understanding what is being said to them, or they do not understand or use social rules of communication.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

2. 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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. 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. These

behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

School has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

4. Sensory and/or Physical Needs

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. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

Responsibilities of SENDCO

The name of the SENDCO is **Rebecca Chapman**, Principal with responsibility for inclusion. The SENDCO has an important role to play, with the governing body, in determining the strategic development of SEND policy and provision in the academy. The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have (Education Health Care) EHC plans. She is also responsible for ensuring that records for pupils with SEND are kept up to date.

The SENDCO provides professional guidance to colleagues including implementing a graduated approach and will work closely with staff, parents and other agencies. The SENDCO is aware of the provision in the DCC and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENDCO liaises with the parents of pupils with SEND and also other professionals including early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies. The SENDCO is responsible for reporting to the governors to support the strategic development of SEND policy and provision.

Arrangements for coordinating SEND provision

The SENDCO meets with each class teacher and with senior leaders at regular intervals to discuss pupil progress, concerns about pupils, additional needs and review Individual Provision Maps. At other times, the SENDCO will be alerted to newly arising concerns by staff.

Support staff, class teachers, middle leaders, the SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning. Reviews for pupils with SEND

are held every term. Pupils and parents are encouraged to attend and participate in review meetings. During reviews, individual learning outcomes are agreed and reviewed, there is also discussion around individual provision including teaching and learning strategies and specialist interventions.

The SENDCO together with the senior leadership team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants/learning mentors throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly by the SENDCO, and leadership team, in line with current pupil needs. Additional support is funded through individual allocations (Locality Funding), these are bid for from the local authority.

8 Identification and assessment arrangements, monitoring and review procedures

SEN support in school

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle known as **Assess, Plan, Do, Review**, through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND needs of pupils.

Assess

When a pupil is identified as needing SEN support the class teacher will work with the SENDCO to carry out an analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil and the pupil's previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These should be recorded and compared to our own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in to place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with school to help inform the assessments.

Where professionals are not already working with school staff, the SENDCO may contact them with the parents' consent.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Do

In order to make progress, a pupil may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

A pupil may also require more specialist approaches including small group or one to one support. Specialist provision individual teaching and learning strategies are recorded on the pupil's individual provision map. Teaching and learning approaches for pupils with different areas of need are also outlined on the whole school provision maps.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists from outside agencies. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

Requesting an Education, Health and Care (EHC) assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the academy or parents should consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEND support.

Involving parents and pupils in planning and reviewing progress

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcome targets and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and school. We will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher supported by the SENDCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They may, however, be longer than most parent-teacher meetings.

The views of the pupil should be included in these discussions. This will be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff and parents.

9. Positive perceptions of pupils with SEND

School staff will always promote a positive attitude towards pupils with SEND. We work with all pupils to understand that people have different abilities and difficulties and promote a culture of acceptance. Pupils are made aware of the impact of the words they use, and staff deal seriously with derogatory name calling related to 'special educational needs' or disability.

We use positive images of disabled pupils and adults in displays, resources etc.

We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

10. References

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