

Special Educational Needs and Disabilities Policy

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Special Educational Needs and Disabilities Policy

This policy is based on the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2014, updated January 2015.

Introduction

The purpose of this policy is to clarify the situation for all staff working with all children and young people, especially those with emerging or identified special educational needs and disabilities. It is also intended to inform children, their parent(s), carer(s), families and all other stakeholders of the legal position in relation to special educational needs and disabilities, and the values, ethos, expectations and procedures that we uphold at Temple Learning Academy.

Values and Ethos

Temple Learning Academy is part of the Red Kite Learning Trust. It is an all through school that caters for learners from Reception to Year 11. At Temple Learning Academy, we are committed to ensuring that all our students, whatever their talents or additional needs, find both support and challenge within our curriculum offer. We display a variety of support strategies both within the mainstream classroom and in a small group or individual basis, this enables them to explore the full extent of their academic, creative and personal capabilities and develop a breadth of skills and passions which will follow them into adult life.

We are committed to promoting the welfare and interests of our students with special needs, supporting their families and ensuring we do our best to provide accessibility in terms of curriculum provision, human and physical resources including making reasonable adjustments where necessary. We aim to ensure a successful transition to the next step after Temple Learning Academy.

Definitions

Throughout this policy, the acronym SEND is used for Special Educational Needs and Disabilities and the abbreviation COP is used when referencing the Special Educational Needs and Disabilities Code of Practice 2014.

Objectives

The specific objectives of our SEN policy are as follows:

- To identify learners with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.

- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEN will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:
 - SEN support through quality first teaching and in-class differentiation.
 - SEN support through quality first teaching and in-class differentiation, with access to some small group and 1:1 targeted intervention as described in a school Individual Education Plan (IEP).
 - SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEN register, which contains the names of all of the children with SEN, will be updated at least once a term.
- Individual Learning Plans (ILPs) are reviewed at least once a year with teachers, parents and carers, and involved agencies in attendance.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of SEND support or the EHC plan is arranged for the child and targets are updated and monitored.

Roles of the governors and staff

The success of Temple Learning Academy's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The governing board, in conjunction with the principal, has responsibility for the school's general policy and approach to provision for SEN children, including the allocation of resources.

The principal is the designated responsible person in overall charge of the management of SEN provision and its funding. The principal works closely with the Academy Leader for Inclusion and the Special Educational Needs and Disabilities Coordinator (SENDCO).

Lisa Morrell is the Academy Leader for Inclusion. She holds the National Professional Qualification in Senior Leadership (NPQSL) and the National Award in Special Educational Needs Co-ordination. She is responsible for the coordination and development of the provision for children with SEND across the Academy. Responsibilities include:

- Providing CPD for colleagues, including the SENDCO and Assistant SENDCO.
- Early identification of children with SEND.
- Overseeing the coordination of the provision for children with SEND.
- Overseeing records of children with SEND.
- Maintaining the SEND register.
- Liaising with parents and carers of children with SEND.
- SEND/EHC/FFI administration
- Liaising with and coordinating external agencies involved in SEND and EHC planning.
- Managing teaching assistants.
- Maintaining policies and other documentation relating to SEND.
- Maintaining a whole school provision map for SEND
- Contributing to strategic development of the school as a member of the senior leadership team.
- Leading the school Inclusion Meeting.
- Reporting to governors.

Danielle Richardson is the SENDCO. She is an experienced teacher who has taught across both Primary and Secondary Settings phases. She has experience of teaching in alternative provision, supporting students who were unable to access the curriculum in a mainstream setting. She is responsible for the day-to-day implementation of the provision for children with SEND. She is currently undertaking the National Award in Special Educational Needs Coordination. The SENDCO teaches in classes across the school. Her other SEND responsibilities include:

- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEND.
- Early Identification of children with SEND.
- Maintaining the SEN register.

- Overseeing records of pupils with SEND.
- Liaising with parents and carers of children with SEND.
- SEND/EHC/FFI administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.
- Liaising with alternative provisions.
- Contributing to the school Inclusion Meeting.
- Supporting the Academy Leader for Inclusion with reporting to governors.

Class teachers have responsibility towards the children with SEND in their class. The class teacher has responsibility for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating ILP and EHC plan targets.
- Evaluating progress of ILP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEN co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the Assistant Principal for Inclusion and SENDCO. The school provides, wherever possible, TAs to support children with ILP and EHC plans in the classroom.

Admissions arrangements

Temple Learning Academy is committed to a straightforward, open and transparent admissions arrangement which reflects the admission arrangement of the Local Authority. The Academy will act fully in accordance with the School Admissions Code (as revised February 2012), the School Admissions Appeals Code (as revised February 2012) and the admissions law as they apply to academies.

It will, subject to its right of appeal to the Secretary of State in relation to a named learner, admit all learners with an Education, Health & Care plan naming Temple Learning Academy.

When the Academy is oversubscribed, under criteria 2 of section 2.7.2 of the school admissions policy, priority will be given to children with exceptional medical or mobility needs which can only be met by the Academy. Applications in this category must be supported by a SEN SIF, available from the Local Authority Admissions Team, which must include a statement in writing from a doctor or 3 paediatrician or other relevant professional who can evidence why Temple Learning Academy is the only school that can meet the particular need in question. Each case will be considered by the Academy on its merits.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs or disability that their child has. When possible a member of the Inclusion Team will aim to visit the child in their previous setting, prior to transition.

Identification, assessment and provision

All educators at Temple Learning Academy have a responsibility for contributing to the early identification of children with SEND, through ongoing monitoring and evaluation of learning and progress and personal development, behaviour and welfare. This ensures that additional support for children can be put in place as soon as possible.

Identified additional learning needs will be categorised in one of four broad areas:

- Communication and interaction (often referred to as Speech and Language or SLCN);
- Cognition and learning;
- Social, emotional and mental health difficulties (often referred to as SEMH);
- Sensory and/or physical needs.

In Reception, teachers assess children against the Early Learning Goals (ELG) and the Early Years Developmental Journal (EYDJ). These assessments support the identification of need and inform provision and targeted interventions.

In Key Stage 1, teachers assess children against National Curriculum, Pre-Key Stage Standards and phonics screening. These assessments support the identification of need and inform provision and targeted interventions.

In Key Stage 2, 3, and 4, teachers assess children against National Curriculum and Pre-Key Stage Standards. These include end of key stage assessments. These assessments support the identification of need and inform provision and targeted interventions.

Where appropriate, Temple Learning Academy may use additional assessment tools to support the monitoring of progress, assessment and planning of targeted intervention such as B-Squared.

The SENDCO uses the 'Support Continuum' provided by the 'Leeds Special Educational Needs Inclusion Team' to support assessment and plan provision.

Pupils with identified SEND will have special educational provision put in place in a four- part cycle as part of a graduated approach:

Assess: The SENDCO will analyse a student's needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a student is to be provided with SEND support and the plan shared with them.

Do: The subject teachers will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning. Interventions carried out.

Review: The effectiveness of the support will be reviewed in line with the agreed date. Plan reviewed and revised with parental and student input.

Education, health and care plans

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we initiate an IEP, which often is sufficient extra SEN support. However, if in-school intervention programmes (SEN support) have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHC assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Children's in-school IEPs or EHC plans are reviewed at least yearly by means of a consultation between class teachers, SEN co-ordinators, TAs, the LA plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

Secondary transfer arrangements

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENDCO from the receiving school are invited to final review meetings, if that school has been specifically named in a child's EHC plan.

Evaluating success

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP/EHC reviews at least once a year.
- Children to be involved, as appropriate.

- Relevant SEN data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SENDCOs.
- INSET/SEN updates passed on to colleagues where appropriate.
- TA monitoring sheets implemented by senior TA and passed on to the SENDCO.

The principal and governors use these success criteria to determine the success of the SEN provision.

SEN in-service training for staff

The Academy Leader for Inclusion and SENDCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SENDCO arranges and holds INSET for teaching staff and teaching assistants.

Partnership with parents and carers

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SENDCO (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEP/EHC plans to be sent to parents and carers at least once a year.
- Each year the governing board will include the following information on their school website:
 - The success of the SEN policy.
 - Any significant changes to the policy.
 - Any consultation with the LA and other schools and units.
 - How resources have been allocated for SEN provision, including the use of the pupil premium where relevant.

External agencies

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school doctor/nurse
- The educational psychologist
- The speech and language service
- Talking House Speech and Language
- CAMHS
- STARS – Support for children with Autism
- SENIT
- Epilepsy Nursing team

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Dealing with Complaints about SEND Provision

Any concerns or complaints about SEND provision by parents or carers should be initially raised informally, whether by e-mail, letter or a telephone call with the school's SENDCO. The SENDCO will investigate and report back within a week. If the parents/carers continue to be dissatisfied, a complaint should be raised as per the formal procedure within the academy complaints procedure policy (available on the school website).

Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.