

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



**Special Educational Needs and
Disabilities Policy**

2017 – 2018

Ratified July 2017

Review: Summer 2018

Co-Principal with lead responsibility: Richard Hadfield

Named Governor: Nigel Wood

Special Educational Needs Co-ordinator: Andrea Smith

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 a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person. Our curriculum, teaching and assessment ensure equality of opportunity and challenge for each child, and differentiated approaches deepen the learning and secure achievement for all pupils.

Legal Requirements

This policy follows the statutory guidance and advice set out in the Special Educational Needs and Disabilities Code of Practice 2014, updated January 2015. Throughout this policy, direct quotations from the Code of Practice are shown in italics.

Further detail can be found by reading the Code of Practice in full, particularly in relation to Section 9, "Education, Health and Care Needs Assessments and Plans" and Section 11, "Resolving Disagreements".

This policy has also been written taking cognisance of Part 3 of the Children and Families Act 2014 and the Equality Act 2010.



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.

xiii. 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.

xiv. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xviii. 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

COP Pages 15 & 16



Aims

- To provide the highest quality provision to meet the needs of all children, and especially those with identified SEND
- To maintain a dedicated focus on the best inclusive practice and the removal of barriers to learning
- To identify children's additional learning needs as early as possible and to put in place early and highly effective intervention to support them
- To ensure that children with identified SEND engage in the activities of our Academy alongside their peers who do not have identified SEND
- To always listen to and act upon the views, wishes and feelings of the child and the child's parents or carers
- To uphold the importance of the child and the child's parents or carers participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- To support the child and the child's parents or carers to facilitate the child's development and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood, including independent living and employment
- To work in partnership with all other stakeholders and agencies, including health and social care services, to provide the best possible collaboration and co-ordinated support for children

Procedures

Leadership

- A designated Co-Principal will take lead responsibility for SEND.
- Academy Leaders will regularly review how expertise and resources are used to address identified SEND and improve rates of progress as part of their approach to Academy improvement.
- A designated teacher (SENDCO) will be responsible for co-ordinating SEND provision; ideally, they will be a member of the Academy Leadership Team.
- The SENDCO must be a qualified teacher working in our Academy. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at a relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Academy Leaders should ensure that the SENDCO has sufficient time and resources to carry out their role and responsibilities. This should include providing the SENDCO with sufficient



administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

- A named Governor will ensure that the strategic leadership of the Academy fits within the values, ethos and aims of this policy and develops the highest quality provision for pupils with identified SEND.
- The Full Governing Body will review this policy and its impact annually and publish an SEND Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- The quality of teaching for pupils with identified SEND, and the progress they make, will be a part of the school's performance management arrangements and its approach to professional development for all teaching and associate staff.

Equality and Inclusion

6.8 Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

COP Page 93

Medical Conditions

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-



ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

COP Page 94

Curriculum

- All pupils will receive the highest quality teaching and this will be the most effective way of supporting the learning and progress of all pupils.
- All pupils will have equal access to a broad and balanced curriculum, including independent careers guidance in preparation for – and throughout – Phase 4 of the Academy.
- All pupils will have appropriately ambitious targets for their learning and progress.
- In planning lessons and other activities, staff will address any potential areas of difficulty and remove barriers to learning.

Teaching and Learning

- Teachers are responsible and accountable for the learning, progress and development of all the pupils in their class, including where pupils access support for other staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- High quality training and professional development is used to ensure staff have the expertise, skills and understanding to support pupils who have or may have SEND.

Identification of Additional Learning Needs

- Leaders will use the ongoing monitoring and evaluation of learning and progress and personal development, behaviour and welfare to identify potential additional learning needs.
- All staff will use observations and assessments of learning and personal development, behaviour and welfare to identify potential additional learning needs.
- The identification of additional learning needs will be confirmed by the SENDCO and recorded appropriately.
- The level of additional learning needs will be categorised in one of three tiers:
 - TIER 1 = Additional learning needs that are addressed through inclusive, high quality teaching and in-class differentiation.
 - TIER 2 = Identified additional learning needs that are recorded on the Additional Needs Register, which is maintained by the Academy SENDCO. Actions will include a



- Group Education Plan (GEP) or an Individual Education Plan (IEP), Phase Leader involvement and extra interventions co-ordinated by the Academy SENDCO.
- **TIER 3** = Identified SEND that are recorded on the SEND Register. Actions will include an IEP, more direct involvement from the Academy SENDCO and a multi-agency approach to support and next steps. For some pupils in Tier 3, the Academy SENDCO will decide whether or not to request an assessment for an Education, Health and Care (EHC) Plan and/or apply for additional funding.
 - The Academy's provision map (maintained by the SENDCO) will detail the high quality teaching and interventions used at each tier of support and within each Phase of the Academy.
 - Identification of additional learning needs will be achieved at the earliest possible opportunity, and whenever possible this will be during Phase 1 and/or within three months of a child's arrival in our Academy.
 - In the identification of additional learning needs, we will also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line



with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

6.39 This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

6.42 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Schools should engage with secondary schools or FE providers as necessary to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

6.43 However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.



10.7 Where a looked after child is being assessed for SEN it is vital to take account of information set out in the Care Plan. SEN professionals must work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. This will ensure that the child's EHC plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met. It is essential to involve the child, their carers and, where appropriate, their parents in the planning process. When referencing information contained within the Care Plan only information relevant to meeting the child's SEN should be included in the EHC plan. If in any doubt SEN professionals should discuss this with the social worker and, where appropriate, the child and their carers.

COP Pages 95 & 96, 99 & 100 & 210

Identification of Additional Learning Needs in the Early Years Foundation Stage

5.26 The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

5.27 In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

5.29 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-



agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

5.30 Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

5.31 Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

COP Pages 84 & 85

Areas of Additional Learning Needs

- 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

6.27 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure 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.

6.28 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. The profile for every child with SLCN is different and their needs may change over



time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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

6.30 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 children 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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

6.34 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. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

COP Pages 97 & 98



The Cycle for Special Educational Provision

- Pupils with identified SEND will have special educational provision put in place in a four part cycle as part of a graduated approach:
 - 1. Assess – clear analysis of need, including responses to interventions
 - 2. Plan – including formal consultation with pupil and parents/carers, information sharing and planning with staff, and with clear date for review
 - 3. Do – including all planned interventions, during which the class teacher retains responsibility for the pupil
 - 4. Review – including evaluation of impact and the views of the pupil and parents/carers, feeding back into the analysis of the pupil’s needs
 - (Repeat as necessary, with more frequent review and more specialist expertise)

6.56 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

COP Page 102

Transition

- Temple Learning Academy staff will set the highest possible standards for working collaboratively and sharing information with the previous settings for new arrivals and the destinations for our leavers.
- Our support for pupils with identified SEND will include specific planning for any upcoming and future transitions to other phases and other settings.

Supporting Successful Preparation for Adulthood

1.39 With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- *higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies*
- *independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living*



- *participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community*
- *being as healthy as possible in adult life*

1.40 All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy. As children grow older, and from Year 9 in school at the latest, preparing for adult life should be an explicit element of conversations with children and their families as the young person moves into and through post-16 education. For children and young people in or beyond Year 9 with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review.

COP Pages 28 & 29

Involving Specialists

6.58 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, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

6.59 Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. 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.

6.60 Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.

6.61 Schools should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. 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 children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)*
- *therapists (including speech and language therapists, occupational therapists and physiotherapists)*

6.62 The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

6.63 SEN 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 SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

COP Pages 102 & 103

Working in Partnership with Parents and Carers

- Teachers will regularly communicate with parents and carers about the learning, progress and development of their children.
- As appropriate, our SENDCO and other Academy Leaders will also regularly communicate with parents and carers about the learning, progress and development of their children.
- An identified teacher will meet regularly (at least once per term) with the parents/carers of pupils with identified SEND.
- At times, parents/carers, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents/carers, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

6.68 Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.



6.69 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 will, however, be longer than most parent-teacher meetings.

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

6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

COP Page 104

Use of data and record keeping

- Additional information about SEND will be recorded in our Academy's systems, such as Integris and CPOMs.
- Our SENDCO will maintain up-to-date records of:
 - The register of pupils with identified SEND
 - IEPs and EHCPs
 - A costed provision map for the current academic year/term
 - Analysis and evaluation of the learning and progress of pupils with identified SEND

6.72 It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.

6.73 Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information. For children and young people detained in custody, a Youth Offending Team will seek information from the school to support their initial assessments. The school should respond to such requests as soon as possible.

6.74 Schools use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.



6.76 Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

6.77 Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

COP Page105

Funding for SEND

6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

COP Pages 109 & 110



Commissioning Services for SEND

3.66 Schools, including early years providers, and post-16 settings can also be commissioners in their own right. Schools have a notional SEN budget and many schools will commission services (such as speech and language therapy, pastoral care and counselling services) to support pupils. Schools must work with the local authority in developing the Local Offer, which could include school-commissioned services. The school must set out its SEN policy and information on its approach to supporting children and young people with SEN. The school's governing body must ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

3.67 Joint commissioning arrangements should reflect this local commissioning and should ensure services being commissioned by schools are suitably supported to deliver positive outcomes for children and young people.

COP Page 55

Implementation and Responsibility

The responsibility for the administration of this policy will be with the Chair of Governors, advised by the Full Governing Body.

All new Governors and staff recruited to the Academy will be made aware of this policy. The policy will be posted on the Academy's website, along with the Academy's annual SEND Report.

Monitoring, Evaluation and Review

Governors will review this policy every year and evaluate its implementation and effectiveness.

