



SEND Policy

Special Education Needs & Disability

A handwritten signature in black ink that reads 'Parneet Kang'.

Parneet Kang
Principal

A handwritten signature in black ink that reads 'William Holland'.

William Holland
Chair of Trustees

REVIWED: 1st September 2021 - Parneet Kang

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

- This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and student with reference to the following guidance and documents.
- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
 - Ofsted Education Inspection Framework 2019
 - Ofsted SEN/D Review 2010 "A Statement is not enough"
 - Equality Act 2010
 - Education Bill 2011
 - Children and Families Act 2014

1. Aims and objectives

'Every Staff Member is responsible for SEN'.

Aims:

- Provide every individual with access to a broad and balanced education. This includes the national curriculum in line with the Special Educational Needs Code of Practice
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education (ABP included), health, care services and previous schools prior to the student's entry into Emscote school. Where needs have not been previously identified staff have an obligation to report observations to the Senior Leadership Team (SLT). SLT will then arrange appropriate assessments, both internally and if necessary use external sources, to gather further information.
- Monitor the progress of all pupils in order to aid the identification of students with SEN. Continuous monitoring of those students with SEND by key staff will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the national curriculum. This will be coordinated by the SLT and Pastoral Lead and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers and others to gain a better understanding of their child and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Emscote school, with the assistance of home-schools and ABP, receives further support from a range of services including: Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Multi Agency Safeguarding Hub, and the Early Intervention Service.
- Emscote staff will strive to create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Vertical learning groups have been implemented to aid the progress of students in their learning.

2. Arrangements for coordinating SEND provision

All staff can access the following documents

- SEND Policy.
- Information on individual students special educational needs including student profiles, support plans and strategy sheets where applicable, within student files.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Professional reports from outside agencies – student files.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements, enabling them to provide for all individual needs.. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

3. Facilities for pupils with SEND

We have the following adaptations and special facilities:

- Ramps .
- Toilets for disabled users.
- We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities and facilitate access for adults with disabilities.

4. Identification of students' needs

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Emscote staff will liaise with home schools and ABP to ensure relevant assessments are able to take place.
- Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The staff will take steps to provide differentiated learning opportunities that will aid the student's academic and personal development progression and enable staff to better understand the provision and teaching style that need to be applied.
- Through the above actions it can be determined which level of provision the student will need.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored.

Parents/carers are encouraged to share information and queries with the school.

- Student progress meetings and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this.

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle is complete through the process of IEP's with support from parents/carers, student, and home-school or Area Behaviour Partnership (ABP).

Assess

In identifying a student as needing SEND support the staff, working alongside support from educational psychologists, should carry out a clear analysis of the student's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers and significant others involved in educating the student.. The opinion and feelings of the individual and advice from external support services will also be considered.

Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents/carers will be informed. Planning will involve consultation between the home schools and ABP, parents/carers, and other relevant staff, to agree the adjustments, interventions and

support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, so the support provided is effective.

Do

Staff remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with personalised staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of an individual's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by home schools, ABP and other organisations.

5. Referral for an Education, Health and Care Plan (EHCP)

If a student has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by Emscote school to the home school or ABP but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review involving parents/carers, SLT and home school or ABP.

The application for an EHCP's will combine information from a variety of sources including:

- Parents/carers
- Teachers and their assistants
- SENCo
- Social Care staff
- Health professionals, including CAMHS input
- Specialist education professionals, such as educational psychologists and speech therapists etc.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile.

A decision will be made leaders in the local authority, in which the student resides, and by Education, Health and Social Care staff about whether individuals eligible for an EHCP or not.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

6. Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by a local authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan.
2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The annual review enables provision and its impact, for the student, to be evaluated and, where appropriate, for changes to be put in place.

7. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as far as possible, taking into account the wishes of parents/carers and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the staff will consult with parents/carers for other flexible arrangements to be made.

Ensuring access to the curriculum for students with SEND:

The SLT are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Ensuring individual or small group tuition is provided where it is felt that students would benefit from such provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

8. Inclusion of students with SEND

The Principal and SLT oversee this policy and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SLT to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services. Where a behavioural incident warrants exclusion, member(s) of SLT will consider the incident in line with the school's behaviour policy.

9. Working in partnerships with parents/carers and others

Emscote school believes that a close working relationship with parents/carers and other professionals is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of students with SEND to enable personal success.
- Parental views are considered and valued.
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual's specific needs.

The SLT may also signpost parents/carers of students with SEND to a local authority's advice & support service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision.

Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision made for their child.