



# **Policy Statement for Children with Special Educational Needs / Disability (SEND)**

**Approved by Trustees 19 September 2017**

**September 2017**

**Signed:**  
Tony Draper  
CEO

**Date:**

**Signed:**  
Elliot Sharp  
Chair of Trustees

**Date:**

The policy will be reviewed in **June 2018** for updates and school policy changed accordingly.

**Definition of special educational needs and disability (SEND) 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 pupils of the same age in school in mainstream schools.
- c. Are under compulsory age and fall within the definition above or would do so if special educational provision were not made for them.

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

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015). It has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (February 2013)
- SEND Code of Practice, 0-25 years (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Lakes Academies Trust Safeguarding Policy
- Lakes Academies Trust Accessibility Plan

This policy should be read in conjunction with the school's Values, Racial Equality, Equal Opportunities, Health and Safety and Teaching and Learning Policies.

The policy was created by the Director of Inclusion of the Trust and Trustees, in liaison with SLT, staff and parents of pupils with SEND, following the reforms of the SEND Code of Practice, 0-25 (January 2015).

### **Information**

The Lakes Academies Trust (LAT) delegates the responsibility for SEND support to the Director of Inclusion, who can be contacted at [office@lakesacademiestrust.org](mailto:office@lakesacademiestrust.org). The overall responsibility remains with the Lakes Academies Trust Chief Executive Officer.

The Lakes Academies Trust SEND Policy explains the broad aims of the Trust's arrangements for supporting pupils with Special Educational Needs and Disabilities. Each school within the LAT has a statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, section 69 (3)(a) of the Act). The Individual school's SEND Information Report is available on the school website and parents are also welcome to request a copy.

The school SEND Information Report explains each individual school's approach to SEND policy implementation.

(Appendix 1)

## **Aims**

We will :

- Enable every pupil to experience success,
- Promote the progress and successful inclusion of pupils with SEND.
- Provide pupils with SEND equal opportunities to take part in all aspects of the school's provision.
- Work collaboratively with parents, other professionals and support services.

## **Objectives**

- To identify and fairly assess pupils who are experiencing difficulties in any area of their school life, at the earliest opportunity and determine their specific areas of need.
- To provide appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To regularly monitor, evaluate and amend specific targets, review appropriateness of provision and make recommendations for the future.
- To liaise with and value the views of pupils and their parents/carers in respect of their specific needs.
- Work within the guidance provided in the SEND Code of Practice (January 2015)
- To work with other agencies, where necessary, to meet the individual needs of the child.

## **Identifying Special Educational Needs**

The SEND Code of Practice: 0-25 (2015) recognises four broad areas of need which give an overview of the range of needs that should be planned for. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identification within the broad areas is to assist in the decision of what action school should take, not fit a pupil into a category, and ensures that the needs of the whole child are taken into consideration.

Identification of behaviour as a need is not acceptable when describing SEN. Concerns relating to a child's behaviour are described as an underlying response to a need, which the school will recognise and identify clearly using knowledge about the child.

The Code of Practice (January 2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched to a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.**

**(6.36) SEND Code of Practice (January 2015)**

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised and the child will be added to the individual school's SEND register. The aim of formally identifying a pupil with SEND is to enable school to ensure that effective provision is put in place and remove barriers to learning (Appendix 2 - SEND Identification Flow Chart).

### **Assess - Plan - Do - Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes. Pupil progress will be monitored regularly.

### **The SEND Register**

The Register is maintained by the SENCo / Inclusion Manager at each LAT school. It is reviewed every half term to ensure that:

- New pupils who have SEND are identified quickly.
- Staff are informed of all pupils on the SEND register.
- It can be used to inform SEND pupil progress meetings.
- Pupils are removed from the Register when attainment has significantly improved. Discussions with the parents, class teacher, Inclusion Manager and, when required, the Director of Inclusion, will be held to ensure all agree the pupil's needs can be met through quality first teaching and special educational provision is no longer required.

### **Education and Health Care Plans (EHCP)**

For a small number of children, despite school having taken relevant and purposeful action to identify, assess and meet the needs of the SEN of the child, the child has not made expected progress. The school, parents and professionals will consider requesting an Education and Health Care assessment from the Local Authority. To inform the decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN support. An EHC assessment will not always lead to the issue of Education Health Care Plan.

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the Lakes Academies Trust as a whole. It is each teacher's responsibility to provide pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for meeting an individual's special educational needs and for following the procedures for identifying, assessing and making provision to meet these needs.

The Trustees in co-operation with the Chief Executive Officer, has a legal responsibility for determining the policy and provision for pupils with special educational needs and disabilities. The Trustees, through the Curriculum Committee monitor the SEN provision in the LAT.

All staff work as part of a team with the teachers, supporting pupils' individual needs and assisting with the inclusion of pupils with SEND.

## **Resources**

Resources for the specific or individual needs of pupils with SEND are paid to the school as itemised payments within the annual budget.

They are used for:

- Capitation allowance
- Classroom support
- Additional resources that are required in correspondence with the pupils as specified in their Education and Health Care Plan (EHCP)
- Staff training
- Maintenance and adaptation of the buildings resulting from the pupils needs.

Further information about Milton Keynes SEND policy can be found on the Milton Keynes website or by asking to see the documentation held in school.

Parental rights with regard to SEND are to be found in the Milton Keynes Local Offer, found on the Milton Keynes Council website.

Any parent wishing to complain about their child's SEND provision should consult the school's complaints procedure.

Appendices:

- [Appendix 1](#) (*separate document*) - Identification, assessment and support for children with SEND (Flow Chart)
- Appendix 2 (*below*) - SEND Information Report

## **Appendix 2:**

### **Water Hall Primary School**

#### **School Information Report - Special Educational Needs and Disabilities**

Water Hall Primary School aims to promote the progress and successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). We believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning.
- All pupils receive high quality teaching and our staff have high expectations for all.
- We put an emphasis on the early identification of a child's needs.
- We work in a flexible way to develop effective partnerships with children and their parents/carers.
- We offer a range of professional support for children; *including the Special Educational Needs Co-ordinator (SENCo), specialist teaching staff, external professionals such as Speech and Language Therapists, Educational Psychologists, Specialist Teaching Team, Occupational Therapists and Child and Adolescent Mental Health Service (CAMHS).*

Every child is part of our rigorous system for monitoring their progress. We support academic and personal achievement by having in place specific programmes, interventions and monitoring systems.

Our aim is to remove barriers to learning. The school uses a wide range of strategies to foster a culture of life-long learning. We teach independent living skills for all children.

#### **How does Water Hall know if your child requires extra support?**

Class teachers continually check children's progress. When a pupil is not making expected progress in a particular area of learning, the school aims to quickly identify the need for additional support.

In line with the ***Special Educational Needs and Disability Code of Practice (April 2015)***, the school offers a graduated response to individual specific needs.

#### **How should you let the school know if you have concerns about your child's progress?**

- The first point of contact is the class teacher. The class teacher may arrange a meeting with the school SENCo (Special Educational Needs Co-ordinator).
- The school SENCo can be contacted via the school office.

### **How will Water Hall measure the progress of your child in school?**

- When pupils are identified as requiring additional support, we identify appropriate intervention programmes and support groups for them. We use a baseline assessment before the pupil joins a support or intervention group. At the end of the intervention the pupil is assessed again to check for progress.
- Pupil progress meetings are held termly, and more often if required, to monitor individual progress.
- Class teachers discuss pupil progress with parents and school colleagues, including the Senior Leadership Team, the SENCo and where appropriate external support agencies.

### **How will teaching be adapted for your child with SEND?**

We support children identified with SEND in a variety of ways including:

- Differentiated work to meet individual needs, small group and 1:1 support.
- Individualised targeted intervention programmes.
- Specialist support from the Local Authority or external agency if appropriate. Parental consent is required before we involve an external agency.
- Taking advice from external agencies such as Specialist Teachers, Occupational Therapists on the adaptation of the learning environment to meet a pupil's needs.
- Use of specialist equipment recommended by Local Authority external agencies or Health professionals. School may apply to purchase specialist equipment through the Local Authority Top Up Funding for High Needs Pupils.

### **How are Water Hall teachers and teaching assistants supported to work with children with SEND, and what training do they have?**

- Water Hall staff have a wealth of experience and expertise.
- The school SENCo supports class teachers and teaching assistants.
- The school provides whole-school training and training for specific staff to improve the teaching and learning of children including those with SEND.
- The school staff can attend additional training provided by the Local Authority, School Nurse and other external agencies when required.

### **How will Water Hall inform you about your child's progress?**

We hold at least one meeting per term between the class teacher and parent, in these meetings we review and evaluate SEND pupil progress.

Additional meetings with external agencies may be held if necessary.

### **How will Water Hall support your child in the transition to another school e.g. at the end of Year 6?**

Pupils with SEND are supported during transition by the class teacher, teaching assistant, SENCo and Family Support Worker. Depending on the individual needs of the pupil, transition arrangements may include a transition plan (transition passport), and additional visits to the pupil's new school.

### **Who can you contact for further information?**

If you wish to discuss your child's needs further please contact your child's class teacher or the school SENCo.

**Link to Local Authority Local Offer - [www.milton-keynes.gov.uk/sendlocaloffer](http://www.milton-keynes.gov.uk/sendlocaloffer)**

## **Knowles Primary School**

### **School Offer for Special Educational Needs and Disabilities**

Knowles School aims to promote the progress and successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). We believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning.
- All pupils receive high quality teaching and our staff have high expectations for all.
- We put an emphasis on the early identification of a child's needs.
- We work in a flexible way to develop effective partnerships with children and their parents/carers.
- We offer a range of professional support for children; *including the Special Educational Needs Co-ordinator (SENCo), specialist teaching staff, external professionals such as Speech and Language Therapists, Educational Psychologists, Specialist Teaching Team, Occupational Therapists and Child and Adolescent Mental Health Service (CAMHS).*

Every child is part of our rigorous system for monitoring their progress. We support academic and personal achievement by having in place specific programmes, interventions and monitoring systems.

Our aim is to remove barriers to learning. The school uses a wide range of strategies to foster a culture of life-long learning. We teach independent living skills for all children.

### **How does Knowles know if your child requires extra support?**



Class teachers continually check children's progress. When a pupil is not making expected progress in a particular area of learning, the school aims to quickly identify the need for additional support.

In line with the ***Special Educational Needs and Disability Code of Practice (April 2015)***, the school offers a graduated response to individual specific needs.

### **How should you let the school know if you have concerns about your child's progress?**

- The first point of contact is the class teacher. The class teacher may arrange a meeting with the school SENCo (Special Educational Needs Co-ordinator).
- The school SENCo can be contacted via the school office.

### **How will Knowles measure the progress of your child in school?**

- When pupils are identified as requiring additional support, we identify appropriate intervention programmes and support groups for them. We use a baseline assessment before the pupil joins a support or intervention group. At the end of the intervention the pupil is assessed again to check for progress.
- Pupil progress meetings are held termly, and more often if required, to monitor individual progress.
- Class teachers discuss pupil progress with parents and school colleagues, including the Senior Leadership Team, the SENCo and where appropriate external support agencies.

### **How will teaching be adapted for your child with SEND?**

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- Differentiated work to meet individual needs, small group and 1:1 support.
- Individualised targeted intervention programmes.
- Specialist support from the Local Authority or external agency if appropriate. Parental consent is required before we involve an external agency.
- Taking advice from external agencies such as Specialist Teachers, Occupational Therapists on the adaptation of the learning environment to meet a pupil's needs.
- Use of specialist equipment recommended by Local Authority external agencies or Health professionals. School may apply to purchase specialist equipment through the Local Authority Top Up Funding for High Needs Pupils.

### **How are Knowles teachers and teaching assistants supported to work with children with SEND, and what training do they have?**

- Knowles staff have a wealth of experience and expertise.
- The school SENCo supports class teachers and teaching assistants.
- The school provides whole-school training and training for specific staff to improve the teaching and learning of children including those with SEND.

- The school staff can attend additional training provided by the Local Authority, School Nurse and other external agencies when required.

### **How will Knowles inform you about your child's progress?**

We hold at least one meeting per term between the class teacher and parent, in these meetings we review and evaluate SEND pupil progress.

Additional meetings with external agencies may be held if necessary.

### **How will Knowles support your child in the transition to another school e.g. at the end of Year 6?**

Pupils with SEND are supported during transition by the class teacher, teaching assistant, SENCo and Family Support Worker. Depending on the individual needs of the pupil, transition arrangements may include a transition plan (transition passport), and additional visits to the pupil's new school.

### **Who can you contact for further information?**

If you wish to discuss your child's needs further please contact your child's class teacher or the school SENCo.

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