



Special Educational Needs and Disability Policy

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

The Park Academies Trust is fully committed to inclusion regardless of ability, gender, race, creed or exceptional needs.

The policy has been developed in accordance with the following principles:

- All teachers are teachers of students with SEND.
- All students can achieve their very best.
- All students have a right to a broad and balanced curriculum.
- All students should share in all aspects of the life of the school.
- The school, students, and parents should work in partnership.

1.11 Objectives

- To enable students who have special educational needs and disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To work towards successful outcomes through a whole school approach to the management and provision of support for special educational needs and disabilities.
- To provide advice and support for all staff working with students with special educational needs and disabilities.
- To involve and consider the wishes of parents of students with special educational needs and disabilities at all times.

- To involve and listen to each student's voice in all matters concerning them.
- To ensure access to the whole curriculum, extra-curricular activities and school trips.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student and that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- To ensure all pupils are able to make adequate progress which is similar to that of peers starting from the same baseline, matches or betters the child's previous rate of progress, and closes the attainment gap between the child and their peers.

1.2. Other Linked Policies and Documents

Equality Policy

Complaints Policy

1.3 Legislation and Statutory Requirements

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)

1.4. Responsibilities for SEND within Lydiard Park Academy

Operational SENDCo; Mrs Mills
MillsA@lydiardparkacademy.org.uk

ASC Centre manager; Mrs Davina Sayers
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Strategic SENDCo (Assistant Principal responsible for SEND); Mr David Williams
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Vice Principal; Sophie Hesten
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Roles and responsibilities of all staff with regard to SEND are given in the SEND School Information Report.

2. Policy Statement

Lydiard Park Academy is part of the Park Academies Trust and is an 11-18 years mainstream school with an Autism Specialist Resource Provision (SRP) for 15 students on site. This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Governors value the abilities and achievements of all students and are committed to providing, for each student, the best possible environment for learning.

3. Definition of Special Needs and Disabilities (SEND)

The Special Educational Needs and Disabilities (SEND) Code of Practice for 0 to 25 years states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.’

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

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

3.1 Identifying Special Educational Needs

Four broad areas of special educational need are expected and planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

3.2 The Following are NOT SEND but may Impact on Progress and Attainment

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Problems with attendance and punctuality
- Child Protection Plans and Early Help Records raised through social services and the National Health Service
- Issues with general physical health and student pastoral welfare.
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child Looked After (CLA)
- Asylum Seeker status

3.3 To Comply with the Legal Obligations of the Equality Act 2010

- Disabled children and young people are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between disabled and non-disabled children and young people.

We aim to achieve these objectives through

- Being fully committed to the inclusion of pupils with special educational needs and disabilities into mainstream lessons.
- Promoting a supportive and caring learning environment.
- Using an approach to learning which allows pupils to make progress and achieve success through small, well-defined steps.
- Ensuring decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Tracking progress of pupils towards targets and keeping under review the additional or different provision that is made for them.
- Providing a variety of teaching strategies and materials to enhance learning.
- Liaising with other members of staff to ensure that SEND pupils have a high profile in school. This is done through formal and informal channels, through subject faculty and tutor team meetings, and through support and everyday contact with colleagues.

3.4 A Graduated Approach to SEN Support

Every Teacher is a Teacher of SEN

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.
- When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than struggling without it.

The School operates a graduated response to SEND provision:

Wave 1 – Quality First Teaching by all teaching staff.

Wave 2 – Interventions in addition to classroom based differentiation.

Wave 3 – Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Record or an Education Health and Care Plan.

A SEND register and a Schools Information Management System (SIMS) database are kept and regularly updated to record individual support, record advice and information, and inform staff of students at each wave on the graduated response. Students at Wave 2 and above have an individual 'Pen Portrait' outlining their needs and providing classroom teachers with strategies for in-class provision through the use of the Student Information Database (SID).

The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resource, provided either out of the school's own funding or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

We also identify groups of children who may require extra support but who do not appear on the SEND register (monitoring category). These pupils will receive targeted support in the classroom from their teachers.

Further details of special needs interventions, staffing, staff training and procedures can be found in the school SEND information report on the school website. This information is updated annually.

The Local Offer provided by Swindon Borough Council can be found on their website at 'My Care My Support'. This includes a link to the school website.

3.5 Identification, Information Gathering and Review

The identification of SEND is built into the overall approach to monitoring the progress and development of all our pupils.

Assessment consists of:

- Reading and spelling ages taken annually from year 6
- CATS testing on entry to the school
- Key stage 2 test results
- Specialist exam testing
- Observation by specialist teachers/teaching assistants.

In addition to the above, teachers make regular assessments of progress for all pupils, and pupil progress is regularly recorded in the school monitoring systems. During lesson observations, the progress of SEND students is assessed and recorded.

3.6 Determining the Level of Support Required

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil 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 subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- If a child is then still not able to make expected progress they should be referred to the SENDCo.

Adequate progress is progress which:

- Is similar to that of peers nationally starting from the same baseline;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

Monitoring/reviewing of the SEND register will take place three times a year in line with whole school data collection. The process of both identification and planning can be summarised as follows:

Referral/initial identification – assessment – planning – monitoring – review.

3.61 Plan

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, Head of Year/ Head of Department, SENDCo, and parents to agree the adjustments, interventions and support that are required; the impact on progress and development that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or to contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought.

3.62 Do

The tutor, Head of Year/Head of Department, and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving, and advice on the implementation of effective support will be provided by the SENDCo.

3.63 Review

Reviewing pupil progress will be carried out through termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of pupil progress and development, making any necessary amendments going forward in consultation with parents and subject teachers. In addition, a rolling review of the students on the SEND register takes place within SEND department meetings, and whole school literacy testing will take place annually to monitor student progress.

3.7 Criteria for Exiting the SEND Register

All pupils with an EHCP will remain on the register. If a child at Wave one or two is making good progress (please see previous section on expected progress) then they may move from additional needs to monitoring, or completely exit the register. This will be marked with an 'N' on SIMS.

The SENDCo has responsibility for the SEND register and will make this decision.

3.8 Arrangements for Coordinating SEND Provision

The SENDCo will hold details of all SEND support records such as the SEND register, annual reviews etc.

All staff can access the following documents on SIMS and SID:

- SEND register
- Suggested strategies
- Outside agency interventions
- Annual Reviews
- Referrals for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or the lack of clarity around the needs of the pupil, is such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENDCo, the Head of Year and other relevant professionals.

3.9 Parent/Carer Consultation

A key element of the 2014 legislation is to ensure that children, young people, and their families and carers are central in the process of creating plans. This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate the young person's wider family are also collected.

Parental involvement is actively encouraged. Annual Reviews are organised around parental availability so they have the opportunity to discuss progress and be part of the planning for the year ahead. The SENDCo is also available on Consultation Days and Parents Evenings for either scheduled appointments or as a drop-in. Teaching staff can also have support from the team if they have SEND concerns they wish to raise with parents.

There is also effective communication through phone, emails, and letters between staff and parents. Where appropriate pupils will have a key worker who can be a useful point of contact between home and school.

Contact between prospective parents and the SENDCo is also welcome. Staff are available on Open Evenings and via phone/email to answer any questions about provision within the school.

3.10 Student Consultation

Pupils are actively encouraged to attend and be part of the review process. This includes discussing strengths and difficulties so that meaningful targets can be set. There will also be a discussion with the pupils about the best way teaching and support staff can support them in lessons. As part of this discussion we also consider how the pupil can develop strategies to improve independence and take responsibility for their own learning.

3.11 Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and disabilities (SEND) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, following the multi-agency working protocols set out in the SEND Code of Practice (2014).

3.12 Monitoring and Evaluation of SEND

The school regularly and carefully monitors SEND through analysing progress data each term. Work scrutinies, lesson observations, and collection of stakeholder views also take place during the school year.

The SEND link Governor monitors the SEND annual report before it is taken to the Governing Body.

3.13 Storing and Managing Information

Information regarding students with special educational needs and disabilities is stored on the SIMS database and a SEND needs list available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

3.14 Dealing with Complaints

See Complaints Policy.

Given the Specialist nature of SEND, we would suggest that initial issues are raised with the Trust SENDCo in the first instance.

4. Appendices

4.1 Appendix 1 – In-School Procedures

The Governing Body does not discriminate against students with SEND and has due regard for the Code of Practice 2014. Admission arrangements for students with SEND (but without an Education, Health and Care Plan), do not differ from those of other students. In the case of a student with a Statement or an Education, Health and Care Plan, the school works with Swindon Borough Council's Special Educational Needs Resourcing and Assessment Panel to determine whether the school can meet the student's needs.

Students are identified with special educational needs and disability by the following methods:

- The SENDCo or a member of SEND staff visits all feeder primary schools in Year 6 who have informed us upon request that they have a child with SEND.
- The Local Authority notifies the School about students who are transferring with EHC Plans in the spring of Year 6 or prior to the Y5 annual review. Transfer reviews are attended when school are invited by the primary schools.
- KS2 SATs results.
- New intake testing (all of Year 7 and new students into other year groups) for decoding, reading comprehension and reading speed, spelling and handwriting.
- Cognitive Ability Tests at the start of Year 7.
- Information from previous schools.
- Information from parents.
- Concerns raised by class tutors, subject teachers, and students themselves.
- Individual testing by the SENDCo or Assistant SENDCo matched to the concern raised.
- Assessment by outside agencies such as CAMHs, Educational Psychology, Speech and Language Therapy, and Borough Advisory Teachers.
- Annual whole school literacy testing.

4.2 Appendix 2 – Roles and Responsibilities of all staff with regard to SEND

- Liaise with the Principal/Senior Management to determine the strategic development of the SEND policy and provision for students with SEND.
- Oversee the day to day operation of the school's SEND policy.
- Liaise with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Advise on the requirements of the SEND department.
- Work with the Principal and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Oversee the records of all pupils on the SEND register.
- Liaise with and advise fellow teachers and classroom support staff and provide effective ways of disseminating and collecting pupil information to staff.
- Manage support staff.
- Co-ordinate provision and resources for pupils with SEND.
- Monitor and regularly review the progress of pupils with SEND to ensure they are correctly placed on the SEND register.
- Liaise with primary schools, special schools, and units/bases in relation to transition planning and transfer documentation to receiving schools.
- Liaise with parents/carers/carers of pupils with SEND.
- Contribute to the in-service training of staff.
- Liaise with external agencies, including the Special Education Support Service, Health and Social Services and voluntary bodies.
- Develop effective ways of overcoming barriers to learning through analysis and assessment of need.
- Monitor the quality of provision to ensure it meets the needs of pupils with SEND.
- Collaborate with Curriculum Area Leaders, and classroom staff to ensure equality of learning for all SEND pupils.
- Provide the Local Authority with necessary documents as requested.
- Depending on the school's organisation, teach pupils with special educational needs.
- Ensure effective deployment of SEND staff.
- Ensure that the school offer is appropriate to need.
- Special exam arrangements support.
- Liaison with the post-16 providers regarding pupils with SEND through transition reviews.
- Support with transition from primary and into higher education.

Classroom teachers:

"All teachers are teachers of special educational needs."

- Employ strategies and prepare appropriately differentiated methods to allow access to the curriculum for students with SEND.
- Seek advice and support from the SENDCo.

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes. This is known as “Assess, Plan, Do, Review” within the SEND Code of Practice (COP) 2014.
- Pay due regard to SEND student pen portraits available for all staff on the schools database, employing the strategies provided for classroom differentiation in lesson planning, monitoring and assessment.
- Evaluate progress of students with SEND against agreed targets and objectives and amend planning if necessary.
- Be fully aware of the school’s procedures for SEND and the graduated response.
- Revisit the SEND list and access arrangement list via SID.
- Raise individual concerns to the SENDCo.
- Use seating plans for all students within lessons.
- Attend in-house training about special needs to keep up to date about best practice.