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## Special Educational Needs Policy

### Scope and publication

This applies across all schools in Anthem Schools Trust (the Trust) and sets out our vision and principles for children and young people with special needs and disability (SEND). It complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The Trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 revised 2015).

Copies of the policy are available on request, in the school's prospectus, and are published on each school's website. It can be made available in large print or other accessible formats if required.

### Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We are committed to ensuring our schools develop a curriculum that has breadth and depth, and is challenging, engaging and enriching for all pupils, whatever their starting points. We seek to significantly improve the quality of learning and life experiences of pupils in all our schools, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum that ensures the best possible progress for all our pupils, whatever their need or disability, so that all pupils gain the best possible outcomes and are well prepared for the next stage in their life.

### Principles

Our approach to SEND and learning disabilities will operate within the following six principles:

- To build partnerships between home and school and ensure pupils and their parents are treated with respect and have their views taken into account.
- To identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- A pupil with SEND should have their needs met and these will normally be met in mainstream education.
- The views, wishes and feelings of the pupil will be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

The Trust will act in accordance with Appendix C of the School Funding Agreement.

## Admissions

The Trust supports the guidance as set out in the admissions arrangements for all our schools.

The Accessibility Policy and plan outlines how the Trust will consider any issues which may be barriers to pupils' participation in school life.

## Definitions

**Special Educational Needs and Disability (SEND):** Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

**Learning difficulty (LD):** Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions (if your child has a disability, please ask to see our Disability Policy)
- are under five and fall within the definition of two preceding bullet points above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

**Special Educational Provision is defined as:** 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.

**SEND Coordinator (SENCO):** This is a member of the leadership team at the school who has responsibility for coordinating SEND provision. The school SENCO is [Christina Horton](#). Other staff with responsibility for SEND include: [Rachael Horn, Head teacher](#).

## Responsibilities

**The responsibilities of the SENCO include:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating the provision for pupils with SEND.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and Local Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

## **The SEN Governor will:**

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

## **The Headteacher will:**

- Work with the SENCO and Trust Head of Inclusion to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND within the school.
- Ensure that the current SEN Report and policy are available on the school's website.

## **The Trust Head of Inclusion will:**

- Provide advice and support to the SENCOs and Headteachers on all matters of SEND.
- Monitor the quality and effectiveness of SEND provision within each school and update the relevant Headteacher and Educational Director on this regularly.
- Help to review the school's policy and provision for pupils with SEND, together with the Trust.

## **The Local Governing Body will:**

- Have SEN as an area for focus visits.
- Meet with the SENCO and pupils to discuss SEN provision in the school.
- Complete records of visits which are shared with the school leadership team.

## **Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **The SEN Information report information outlines SEND provision and shows how schools currently provide additional and/or different provision for a range of needs, including:**

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

## Identification, screening and assessment

### Screening test

Screening tests for learning difficulties/SEND may be carried out. We recognise that such screenings/assessments should not be regarded as a single event, but as a continuing process.

### Outcome of tests

If the outcome of a test or any other circumstances gives us reason to think that a pupil may have a learning difficulty/SEND, we will report and consult with parents/carers as necessary and make recommendations.

### Formal assessment

If the test results indicate that a pupil may have a learning difficulty which ought to be assessed without delay, we will ask parents/carers to agree to the pupil being formally assessed by a Local Authority Educational Psychologist, a Speech and Language Therapist, or other identified specialist.

### Communication with parents

Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

When identifying whether they need special educational provision, an early discussion with the pupil and their parent or carer will take place. These conversations will ensure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- parents' and pupils' views are taken into account
- everyone understands the agreed outcomes sought for the pupil
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record, and copies given to their parent/carer. Parents will be formally notified by the school when it is decided that a pupil will receive SEND support.

### Communication with teachers

We will ensure that teachers are given any necessary information about a child's learning difficulties/SEND and that teaching practices are appropriate.

## Provision

### Pupils known to have SEND

If a pupil is known to have SEND when they arrive at the school, the Headteacher, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues should:

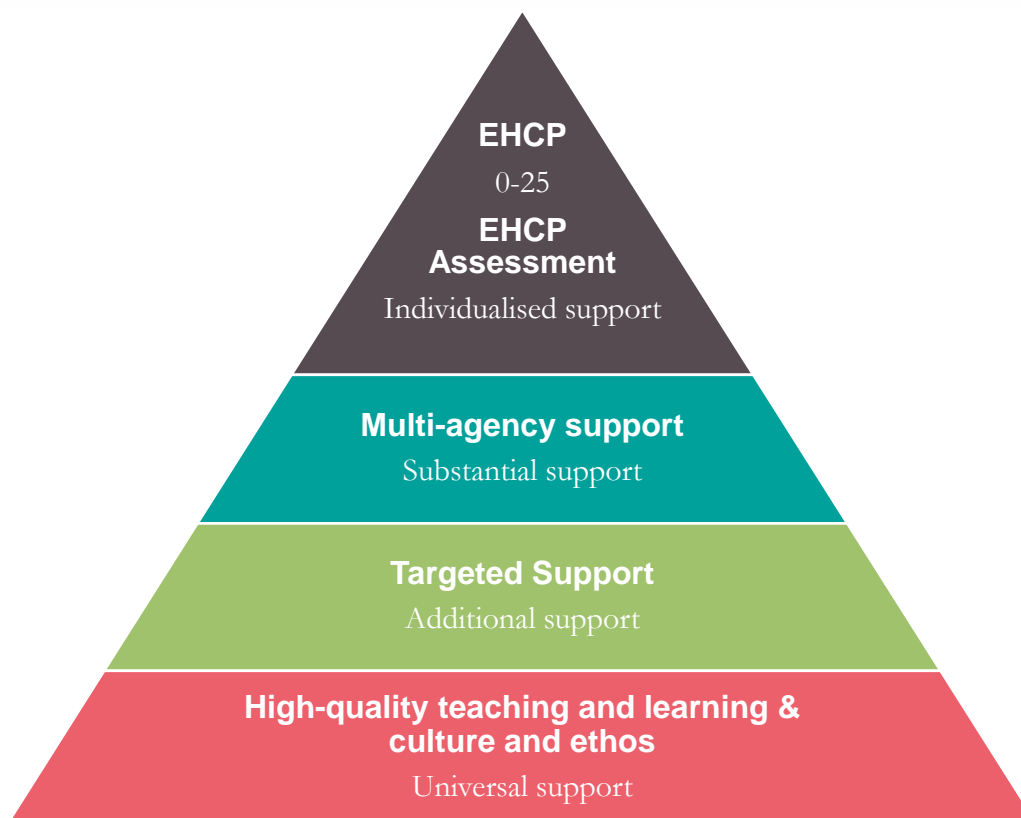
- Use information from the pupil's previous school to provide starting points for the development of an appropriate curriculum for the student.

- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing and implementing a joint learning approach at home and in school.

## **Graduated approach**

The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The school's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.

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.



**Fig.1: School's graduated approach to supporting pupils with SEND.**

Stage of provision	Action involved
<b>Assess</b>	In identifying a pupil as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.
<b>Plan</b>	The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.  Individual Education Plans or Pupil Passports will be put in place and a clear date for review agreed.
<b>Do</b>	The class or subject teacher will remain responsible for working with the pupil. The SENCO will support the main class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Stage of provision	Action involved
<b>Review</b>	<p>The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.</p> <p>The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.</p> <p>The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.</p>
<b>Involving specialists</b>	<p>Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the pupil's parents.</p> <p>If no progress is being made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Headteacher/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals.</p> <p>EHC assessments will apply to very few pupils.</p>
<b>Education, Health and Care Plans (EHCPs)</b>	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs.</p> <p>Annual review of the EHCP.</p>

## Education Health and Care Assessments and Education Health Care Plans (EHCPs)

### Education Health and Care Assessments (assessment)

The school (as well as the parents) can ask the LA to arrange an assessment of the pupil. The school will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

### Provision under the Education Health Care Plan

Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the school. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

## Welfare and examinations

### Welfare needs

The school recognises that pupils with Special Educational Needs or learning difficulties may be at risk of being bullied and benefit from extra support to keep them safe. The school has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Safeguarding staff are aware of how to identify any additional risks for pupils with SEND.

### Concerns and complaints

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the school's complaints procedure.

### Examinations

Pupils who have been diagnosed as having a learning difficulty/SEND may be eligible to apply for Access Arrangements to complete internal examinations and public examinations. Parents are asked to liaise with your child's class teacher or the SENCO in good time with respect to this.

## Record keeping

### Records of SEND support

If the parents and the school decide that a pupil should receive additional support, apply for an assessment or an Education Health and Care Plan, the school will work with the parents and other agencies as appropriate in order to employ strategies to assist progress.

Schools are required to keep clear records of a pupil's SEND, the provision put in place for them and the difference that support will make. This record will include:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCO. Where a pupil is receiving SEND support, the school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The SENCO has responsibility for ensuring that records are properly kept and available as needed.

### Records from previous schools

Primary schools are required to transfer records to secondary schools for all pupils within 15 school days of pupils ceasing to be registered at the school. The School will make full use of this information in determining the provision for pupils with learning difficulties or SEND.



## **Monitoring, evaluation and review**

The Trust will, on at least an annual basis, consider and report to parents on the effectiveness of the school's work on behalf of children with SEND and may wish to consult support services used by the school, other schools and parents.

The Trust will advise the school as to whether any amendments to the policy are required.

## **Links with other policies and documents**

This policy links to our other policies including:

- Accessibility Plan
- Child Protection and Safeguarding Policy
- SEND information report
- Administration of Medicines Policy
- Whole-school Equality Policy
- School Behaviour Policy