

Special Educational Needs & Disability Policy

Adopted by: Abbotsmede LGB

Date: September 2018

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Signature of Chair of Governors: _____

Introduction

Every teacher is a teacher of every child, including those with SEND. This statement underpins our school vision, which is to provide the best expertise and support for all members of our school community. We aim to close the progress gap and ensure full inclusion in the life of the school for all children. Our curriculum is broad and balanced and we aim for all to have access to this through:

- having high expectations and aspirations for what children can achieve
- working closely with families and children with SEND to achieve those aspirations
- identifying needs early and planning and implementing a graduated system of support
- liaising with our colleagues from outside agencies to provide a cohesive plan, focusing on long-term outcomes
- making decisions with families and giving parents and carers choice with regard to our SEND provision
- ensuring that excellent outcomes are achieved through the knowledge, skills and attitude of everyone working in Lime Trust schools

At Lime Trust operates a whole pupil, whole school approach to the management and provision of support for special educational need and disability. Through outstanding and effective teaching and targeted support, we aim always to ensure access to the curriculum for all pupils. We work within the guidance provided in the SEND Code of Practice 2014 and provide support and advice for all staff working with special educational needs pupils. Developing and maintaining a partnership and high levels of engagement with parents is a priority.

We ensure a high standard of professional development of all staff and that every teacher is a teacher of every child - including those with SEND. The school follows the SEND Code of Practice: 0-25 guidance (2014), as well as the Equalities Act and the Disability and Discrimination Act.

Definition of Special Educational Needs and Disability (SEND)

The Lime Trust defines a child as having SEND when s/he has a learning difficulty or disability which requires support above and beyond that normally provided in classrooms in terms of Highest Quality Teaching. A child of compulsory school age has a learning difficulty if she or he 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/her from making use of the kind of support generally provided for others of the same age in the school (SEND Code of Practice 0-25 2014.) Disability is defined as a "physical or mental impairment which has long term and substantial adverse effect on a child's ability to carry out normal day to day activities (Equality Act 2010.)

SEND falls into five categories and these are described below and are in line with those detailed in the Code of Practice 2014. Pupils may have more than one special educational need.

Communication and interaction:

e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), 'Aspergers Syndrome'

Cognition and learning:

e.g. specific learning difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD)

Social, mental and emotional health:

e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury

Sensory and/ or physical needs:

e.g. vision impairment (VI); deafness or hearing impairment (HI); multi-sensory impairment (MSI); cerebral palsy etc.

Medical needs:

Our policy on medical conditions details our provision for children who have a medical condition. Where a child has a medical condition AND a special educational need this provision is well-coordinated. In these cases, the child may have an individual health care plan.

A shared vision of inclusion permeates all policies e.g. our School Educational Visits Policy - we always plan school journeys and educational visits making reasonable adjustments to include all pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our

schools. We have an Equality Policy and a School Accessibility Plan, which describe how we are improving the school for children and adults with disabilities and how this sits within the whole School Improvement Plan. We also have policies outlining our support for vulnerable children and children in care (Safeguarding Policy). These are all available from the school office.

Overall aim of our SEND Policy

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to their progress. This policy reflects how we ensure access for all children to the full spectrum of life in school, for example:

- Academically – access to and progress in a broad and balanced curriculum including the National Curriculum
- Socially and emotionally - encouraging friendships and cooperation
- Through extended services – e.g. before and after school clubs, lunch clubs
- Through promoting community cohesion - e.g. a sense of belonging for all, developing a curriculum which challenges prejudice, bias and stereotypes

Objectives of our SEND Policy

The objectives of the Lime Trust Board are to:

- Ensure the best outcomes for all pupils in both progress and attainment;
- Continue to involve parents in the school's SEND provision;
- Ensuring a whole school approach – for example, further developing differentiation and use of interventions across the school;
- Continue to develop the monitoring and assessment of needs and the tracking progress of pupils with SEND
- Continue to assess needs and provide appropriate intervention and support
- Support transition for children with SEND between years and into the next stage of education or alternative type of education if required
- To work within guidance provided in the SEND Code of Practice, 2014. We will review the policy annually and report on our successes and plans for improvement.

Arrangements for Admission for Children with SEND

The Lime Trust promote a fully inclusive provision and make every possible and realistic effort to ensure that a child who wishes to come to one of our schools is welcomed and provided for. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Our building is split level. See Accessibility Plan.

We have an inclusive reputation and place much importance on this. Our SEND admission procedure follows the guidance of The Equality Act 2010 and our school's accessibility plan.

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

The Role of the Local Governing Body

The Local Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Local Governing Body identifies a lead to have specific oversight of the school's provision for pupils with special educational needs.

Graduated approach to SEND support (Assess-Plan-Do-Review cycle)

Lime Trust schools cater for different needs through careful planning. We record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these include child observations and profile books. In Key Stage One and Two, we carry out termly tracking of progress in English and Maths. Class teachers communicate any concerns early on to parents/carers.

The schools take great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

Statutory Assessment/Education Health and Care Plans

If following further intervention and review in consultation with parents/carers and external agencies, the child does not make adequate progress and is thought to have significant, lifelong and complex needs, the school will consider requesting a Statutory Assessment or Educational, Health and Care Plan. A child will only obtain a Statutory Assessment or ECH Plan if the school is able to ascertain that the child has significant, lifelong and complex needs. The Local Education Authority sets out the criteria for this.

Class teachers keep copies of all reports or documents relating to children's SEND in a designated SEND folder. Individual children's files are kept centrally in a secure location.

How we help children with SEND

We have a graduated response to need using three 'waves' of support for children, as described below:

Wave 1: Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and the Language Resource Provision. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Staff have identified the ways in which the curriculum can be differentiated.

Wave 2: Small group interventions for pupils who can be expected to catch up with their peers as a result of the intervention.

Wave 3: These are specifically targeted interventions for children identified as requiring SEND support.

Additional intervention and support does not replace high quality teaching

The cycle of provision for children includes:

1. Assess

A curriculum differentiated by the class teacher where progress is monitored termly in Pupil Progress Meetings with the Senior Leadership Team.

2. Plan/Do

- Intervention groups run by TAs
- TAs supporting individual work
- Small group teaching of individuals and groups
- Social skills groups
- Support from Learning Mentors for individuals, groups and whole classes
- Booster classes for English and Maths
- SENCO planning alongside Teacher to help develop teacher's understanding of strategies to support vulnerable children.

3. Review

- Annual Reviews (for children with Statements/EHC plans.
- Monitoring the impact of interventions on a weekly basis

How we train our staff on SEND matters

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice.

How we work in partnership with parents/carers

We understand the importance of working in close partnership with parents and carers of children with SEND and work hard to ensure good communication. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration. Parents/carers are also involved in making a positive contribution to the education of their children through:

- Good communication including telephone, email and face to face conversations;
- Working towards person-centred planning for SEND and Annual Review meetings;
- Home visits for children entering the Foundation Stage;
- Home-school communication books (where appropriate);
- Regularly meet parents/carers to discuss any questions and/or concerns that they may have about their children's education;
- Support meetings;
- A systematic effort to support parents/carers through periods of transition – e.g. by clearly explaining procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally.
- Signposting parents/carers to appropriate services to address their needs;
- Good links with Parent Partnerships to support communication with parents/carers;

How we work with external services to support children with SEND

Lime Trust schools support and promote an inclusive approach via:

- Working with external services to support children with SEND
- By supporting transition from Nursery to Primary and working with secondary schools to make sure secondary transition is smooth for pupils with SEND
- Transition of pupils between year groups is 'personalised' for pupils with SEND
- Monitoring the impact of provision for pupils with SEND

How we fund our SEND provision

All schools receive funding from the Local Authority or the DFE if they are an academy.

All Lime Trust schools are committed to using part of its delegated budget to support children with SEND and we endeavour to meet the needs of all children with SEND within our allocated resources.

Complaints Procedure

Please see the complaints procedure policy which is available on the school website.