



# SEND

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## Introduction

This policy complies with the SEND Code of Practice 0-25 dated June 2014.

The name and contact details of each academy/setting SENDCO contact is found on appendix 1.

## Definitions

### SEND

A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

### Definition of special educational provision

For children aged two or more, special educational provision is 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### Objectives

- To identify and provide for pupils who have SEND and additional needs through the use of the graduated approach.
- To work within the guidance provided in the SEND Code of Practice, June 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for SEND
- To ensure appointment of a SENDCO for each academy/setting as appropriate.
- To provide support and advice for all staff working with SEND pupils
- To ensure access to the curriculum for all pupils

### Identification of SEND

Paragraphs 6.28-6.35 of the Code describe 4 broad categories of need. These are:

1. Communication and Interaction
2. Cognition and Learning,
3. Social, Emotional and Mental Health Difficulties and
4. Sensory and/or Physical needs.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action Trust Academies/Settings need to take, not to fit a pupil into a category. LIFE Academies Trust academies & settings identify the needs of pupils by considering the needs of the whole child which will include not just their Special Educational Need.

## Graduated Approach - ASSESS – PLAN - DO – REVIEW

All pupils will have access to a broad and balanced curriculum. Teachers will set high expectations for every pupil, whatever their starting point. They will assess each pupil's current skills and levels of attainment on entry into their setting, class or form.

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 Special Educational Needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

LIFE Academies Trust academies/settings will regularly and carefully review the quality of teaching for all pupils, including those at risk of falling behind with their learning. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of Special Educational Needs.

Staff will continually assess, plan, do and review:

- Assess – the child's needs
- Plan – what needs to be done, the provision needed and what outcome should be achieved.
- Do – put the provision in place
- Review – what difference is it making towards outcomes?

This cyclical process enables Academy staff to continually reflect on the strategies used to meet the needs of the pupils.

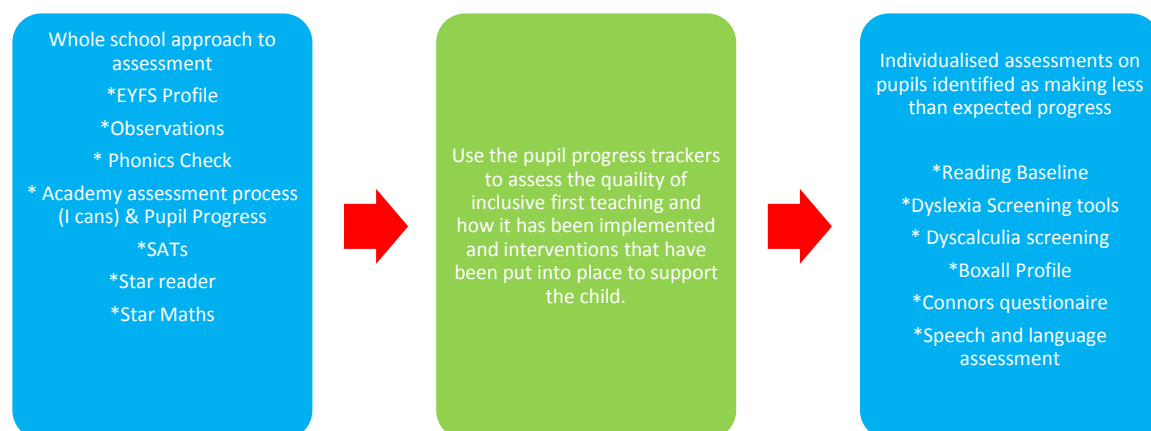
Decisions about whether to make special educational provision will be made by the teacher and SENDCO in light of all the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress.

Where a potential special educational need has been identified, the teacher will be at the heart of the graduated approach, driving the movement around the four stages of action supported by the Academy's SENDCO and, where appropriate, other specialist staff.

Pupils will only be identified as having SEND if they meet the criteria set out in the graduated approach documentation.

Parents and Carers will be included in this process at all times and their views valued by the Academy.

## Assess



## Plan

The graduated approach follows the steps below:

### Step 1: Inclusive Quality First Teaching

*Is it evident? A one page profile is used to document support given.*

### Step 2

*Stage 1- Individual SEND Support Plan completed following placement on SEND Register and identification of need. This will show intended outcomes and support strategies put in place to ensure progress.*

*Step 3 Stage 2- A SEND Support Plan is continued but escalated to Stage 2 (this is actioned for pupils identified with having additional needs after rigorous assessments have shown that support at Stage 1 has not had an impact)*

### Step 4

*Stage 3- If support at Stage 2 has not had an impact, the Academy will apply for an Education Health and Care Plan Needs Assessment. If agreed by Central Bedfordshire Council the outcomes on the EHCP will be followed by the school and incorporated into the child's SEN Support Plan.*

## Do

Teachers will put in to practise SMART targets as stated on the SEN Support plans. Targets will be delivered by interventions and good quality first teaching and adjustments to the curriculum to meet the needs of the child.

## Review

All plans will be reviewed formally each term. In addition plans will be continuously monitored by the Form Tutor/Teacher who has overall responsibility, supported by the SENDCO.

The Academy/setting ensures whole school data tracking and personalised assessments inform needs and identify SEND issues, then activates relevant provisions.

All staff will continually review the progress of all pupils on a daily, albeit informal basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff. Staff will make necessary adaptations to teaching and learning approaches and provision as appropriate.

In addition, more formal and rigorous ways of tracking progress may be implemented, which will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

These meetings will address the following questions:

1. Has the pupil achieved the agreed targets?
2. What is the evidence from regular day to day tracking?
3. Has there been a generalisation of skills transferring back into class work?
4. How have pupils and parents responded to targeted provisions?
5. What are the views of all stakeholders?
6. How does this term's evaluation feedback into the analysis of pupil's needs?
7. What are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain on SEND Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its efforts, been unable to effectively address the SEND of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff.

The SENDCO may also consider whether they need, in collaboration with parents, to make a request for an EHC Needs Assessment, in order to access additional support and funding from Central Bedfordshire Council (CBC). The CBC must respond within 6 weeks to the request for needs assessment with a decision whether to carry out the assessment or not. If the local authority decides to proceed they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care Plan (EHCP) or not. Once the draft EHCP is issued, parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHCP has to be finalised within 20 weeks of the initial request for an EHC Needs Assessment.

### Education, Health and Care Plan

Once an EHCP is finalised CBC must ensure that the specified special educational provision is secured. The Children and Families' Act 2014 requires an EHCP to be reviewed within 12 months of it being issued and then every subsequent 12 months (6 months for Early Years children). This responsibility is delegated to the school. All Annual Reviews will be chaired by the SENDCO and all involved parties will be invited to attend. Families may choose to request a personal budget to support them in securing the provision identified in the EHCP. If this option is chosen the SENDCO will support the family in accessing the services they require.

## Disability

Pupils joining the Academy with disabilities are provided with personalised care plans and visits to the setting are arranged prior to the pupils start date. Relevant specialist outside agencies survey the site, make recommendations for specialist, practical and personalised provision to ensure smooth transition. Specialist continue to be utilised to ensure changes to circumstance and need are fully catered for.

It is important not to confuse disability and SEND. Children may have one or the other or both.

## Involvement of Parents/Carers

- Regular opportunities for formal and informal communication will be provided to highlight the value placed on the contribution parents make to the education of their children – Parent Consultation Evenings, home/school books, transition meetings, etc
- Parents/carers are kept informed about the actions the school is taking to ensure that discrimination against disabled pupils does not take place. We acknowledge that they have the right for information about their child's disability not to be disclosed. However, if parents/carers choose to keep a pupil's disability confidential then they will be made aware that this may limit the reasonable adjustments that are able to be made
- Assistance dogs will be allowed onto the premises
- Out of school hours activities such as consultation meetings will be accessible to all parents/carers

## Higher Levels of Need

For higher levels of need the Academy/setting will:

- **Liaise with other schools to meet needs through transition, prior meetings, etc**
- **Seek and follow advice from the appropriate outside agencies, to facilitate the best possible provision for each individual pupil, including those with SEND**
- **adhered to and/or prepared for review meetings, at the point of transition**
- **Ensure that reports and other appropriate documentation are adhered to and/or prepared for review meetings, at the point of transition**

## Supporting pupils and families

As part of this Trust Policy, the Academy or setting will ensure it also provides the following for parents/carers:

- Information on what support is available for transition – to and from other schools, from class to class and across key stages.
- Assurances within the Admission Policy that the admission of pupils with an Education Health and Care plan is outside the normal admissions process and that such students are admitted under s324 of the Education Act 1996
- What the school's core provision for all SEND pupils is, along with a link to the School's SEND Information Report and the school's policy on managing medical conditions.
- Information on how to link with other agencies to support the family and pupil
- A link to the LA Local Offer from the SEN information report.
- Information on how each Academy / setting ensures SEND children are able to access exams and other assessments

## SEND Funding

SEND funding has 3 main component parts as listed below:

- Element 1 – Core Funding
- Element 2 – SEND Notional Funding
- Element 3 – Top up Funding

Each Academy or setting is responsible for ensuring this funding is used for maximum effect to pupils' benefit in meeting its statutory obligations.

### Further information

For more information regarding how each Academy or setting supports pupils with SEND, please refer to their SEND Information Report which can be found on the relevant website.



## Appendix 1 – SENDCO contacts

Biggleswade Academy			
Area	Person	Contact	Qualification
Early Years	Mrs Michelle Martin	01767 660515 <a href="mailto:mamartin@biggleswadeacademy.org">mamartin@biggleswadeacademy.org</a>	Bed educational studies SEN training.
Yr 1-8	Mrs Alison Cole	01767 660515 <a href="mailto:amcole@biggleswadeacademy.org">amcole@biggleswadeacademy.org</a>	PGCE SEN co-ordination (National Award) BA Hons Combined Studies PGCE Primary
ASD	Mrs Clare Lake	<a href="mailto:cmlake@biggleswadeacademy.org">cmlake@biggleswadeacademy.org</a> 01767660515	National Award for SEND BA (Hons) Educational Studies Accredited Level 3 Dyslexia NNEB
The Lawns	Mrs Julie Coles	01767 312312 <a href="mailto:julie.coles@thelawnsbiggleswade.org">julie.coles@thelawnsbiggleswade.org</a>	
Governor	Mrs C McGuckian	01767 660515 <a href="mailto:enquiries@biggleswadeacademy.org">enquiries@biggleswadeacademy.org</a>	