



EFAT Special Educational Need and Disability (SEND) Policy

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Policy Cover Note

Title of the Policy	EFAT Special Educational Need and Disability (SEND) Policy
Summary/Reason for bringing to Bord for Approval	Updated for this academic year
Statutory Requirement	Yes
Decisions to be made / recommendation on options	
Name of the author	Gary Whiting
Date written	November 2020
Date for Review	November 2021
Policy/Procedure to be published on the trust website	Yes
Policy/procedure to be published on the Academy/Primary website	Yes
Amendments/Updates	

Context

Essa Academy is part of the Essa Foundation Academies Trust (EFAT).

The Board of Directors are responsible for ensuring that the legislation and the Code of Practice, relating to children with special educational needs and/or disabilities (SEND) are adhered to.

This policy reflects the values, philosophy and vision of the Essa Foundation Academies Trust and the academy in relation to the teaching of students with Special Educational Needs and/or Disabilities. It is consistent with the Trust's and the academy's agreed aims and objectives and sets out a framework within which teaching and support staff can operate in the academy.

This policy should be read in conjunction with our Special Educational Needs and Disability Offer.

Legislative Compliance

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

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disabilities Regulations 2014
- The Children and Families Act 2014

The changes in the Children and Families Bill affect the way children with special educational needs or disabilities (SEND) are supported in schools. The new approach begun in September 2014 and placed students at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussion about support they need, so that they can share their knowledge, and feed back to the school on the students' progress.
2. Education Health Care Plans (EHCP) replaced statements of SEN. New assessments for additional educational needs will follow the EHCP guidelines. (Existing statements **should** all have completed the transition into EHC Plans. There may be the occasional exception with this, which will be for students moving into the Local Authority from another provider.
3. School Action and School Action Plus have ceased and will have been replaced by a single school-based category for children who need extra, specialist support.

Contact Details within EFAT

Your key points of contact are:

- **Principal:** Mr Martin Knowles (Academy), Mrs Jo Atherton (Primary)
- **SENDCO:** Miss Klaudia Giermaniuk (Academy), Mr Sam Parkinson (Primary)
- **SEND Trust Lead:** Mr Gary Whiting
- **SEND Governor:** Mr Ivan Wadeson (Academy), Mr Matthew Barnes (Primary)

In the first instance enquiries regarding SEND should be directed to:

Academy	Primary
Miss Klaudia Giermaniuk. Tel: 01204 333222 e-mail: sendco@efatrust.org	Mr Sam Parkinson. Tel: 01204 201310 e-mail: primarysendco@efatrust.org

Within the Trust, a variety of staff will be available to talk to you about your child and their SEND provision. These include:

Subject teachers

Your child's class teacher is responsible for:

- Ensuring that all students have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and liaising with the SENDCo as necessary.
- Communicating specific targets and sharing and reviewing these with parents or carers at Parents Evenings
- Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work, and the opportunities to respond to that marking and feedback.
- Knowing the needs of the students and planning their lessons accordingly to meet those needs
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Teachers and support staff will be required to attend training that is relevant to the needs of groups or specific students within the academy.

The SENDCo

The SENDCo is responsible for:

- Co-ordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to ensure that all students get a consistent, high quality response to meeting their needs in school. Crucial to this role is an open and honest dialogue so that you are:
 - ✓ involved in supporting your child's learning
 - ✓ kept informed about the support your child is getting
 - ✓ involved in reviewing how they are doing
 - ✓ part of planning process for them around transitions
 - ✓ liaising with all the other people who may be coming into school to help support your child's learning e.g. Medical Support Teams, Speech and Language Therapy, Educational Psychologist etc.
 - ✓ aware of your child's aspirations and how pathways within the academy will allow your child to fulfil those aspirations.
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in the academy are known and accounted for) and making sure that there are up to date records of your child's progress, needs and associated interventions.
- To provide specialist support for parents, and staff in the academy so that they can help your child (and other students with SEND in the school) to achieve the maximum progress in school, and at home.
- Ensuring that academy staff are aware of the needs of individual students.
- Advising academy staff of recommended strategies to support individual students with SEND.
- Organising training for staff, so they are aware and confident about how to meet the needs of your child and others in school.
- Ensuring that transitions into Y7, across Key Stages and onwards to post-16 provision is smooth. The SENDCo will accompany students to their next provider in order to ensure support, guidance and to share information with the child's new provider and SENDCo, so that the transition is as seamless as possible. The SENDCo will make contact with nursery providers of new Reception students to gather information relevant to their transition and any potential SEND needs or concerns (for monitoring).

SEND Governors

The Board are responsible for:

- The implementation of the SEND policy.
- Making sure that the necessary support is provided for any child attending the academy who has SEND, through regular contact with school staff.
- Holding the SENDCo and Principal accountable for the diagnosis, support and intervention relating to students with SEND.
- Having up to date knowledge of the school's SEND provision, including funding.
- Knowing how personnel resources are deployed.
- Ensuring that SEND provision is an integral part of the Academy Improvement Plan.
- Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Vision

Our vision is to provide all students in the Essa Foundation Trust's academies with the best opportunity to achieve their full potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status.

EFA Trust is an open, friendly learning community, where everybody is valued and has a voice. In partnership with all stakeholders we aim to equip our students to live safe, healthy, fulfilling lives, enabling them to achieve success 'right from the start' both today and in the future: 'All will Succeed.'

Aims and Objectives

The aims and objectives of the Academy and its approach to SEND provision are:

- To ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- To ensure the views of children and their families are taken into account, and that we have developed good working relationships with parents, carers and the wider community in order to extend the classroom.
- Ensure that the academy liaises with partners in education, family and health & social care to provide effective support when meeting the needs of students.
- To ensure that the academy offers a broad, balanced and differentiated curriculum which is accessible to students with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of students with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND students.
- To identify and provide support for students who have Special Educational Needs and Disabilities.
- To work towards the guidelines set out in the SEND Code of Practice (Jan 2015)
- Operate a 'child centred' approach to the management and leadership of SEND.
- To create an environment that meets the Special Educational Needs and Disabilities of each student.
- To provide high 'quality first' teaching and a strongly differentiated curriculum for all SEND students.

Identifying Special Educational Needs and Disabilities

Special Educational Needs and Disability provision can be categorised as falling under four broad areas:

- **Communication and Interaction** - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning** - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional, and Mental Health (SEMH)** including but not limited to self-harm, depression, ADHD and attachment disorder.
- **Sensory and/or Physical** - Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical difficulties (PD).

It is important to note that a student can have significant barriers to learning in multiple categories of need.

Whilst these four areas broadly identify the primary need of a student, we also consider the needs of the whole child, which may also impact on a student's progress, such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Student Premium (PP)

- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

SEND provision is identified as that which goes **beyond** the differentiated approaches and learning arrangements **normally** provided as part of high quality personalised teaching at Essa Academy and Essa Primary. We are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with the class teacher. The SENDCo uses whole-academy tracking data, as an early identification indicator.

We use a number of additional indicators of special educational needs and/or disabilities. These include:

- The analysis of data, including, SATs, CATs, reading ages
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual student progress over time
- Tracking individual student involvement in interventions for core subjects over time
- Information from previous schools/academies on transfer
- Information from other services.

What should I do if I think my child has a Special Educational Need and/or Disability?

If you have concerns then please contact either the academy SENDCo, your child's Head of Year (Academy)/Class Teacher (Primary) or any other Significant Adult with the academy.

How can I let the school know that I am concerned about my child's progress at school?

If you have concerns about your child's progress you should initially raise those concerns with the subject teacher. This can be done in person or by telephone, as listed on page 4 of this document. Alternatively, you can reach the class teacher by e-mail. You should expect a response within 48 hours. If you would prefer to, you can also contact any member of the Academy's Senior Leadership Team.

If you still have concerns following this step, you can contact the schools Special Educational Needs and Disabilities Coordinator (SENDCo), as listed on page 4.

A graduated approach to SEND Support

The current code of practice advocates a graduated approach to meeting the needs of students with SEND. The levels of support a student receives as part of the graduated approach are as follows:

- **High Quality Teaching and Differentiation** - in the first instance high-quality 'first' teaching will be effective in ensuring that a student's needs are constantly planned, delivered, assessed and reviewed. This cycle of learning will consistently be applied by teaching staff, to refine the most effective ways to deliver learning content to all students. All students will have access to a wide range of learning experiences and a highly differentiated curriculum appropriate to the needs of all learners.

'Differentiation is simple. It involves planning and teaching in a way that takes account of all learners in a class. By working in this manner, teachers ensure that every student has the opportunity to make good progress, regardless of their starting point.'

Mike Gershon (2013), How to use Differentiation in the Classroom, SEND specialist and author.

The responsibility for appropriate differentiation, and for identifying and meeting the child/young person's individual (including special) educational needs is the responsibility of the class teacher. The function of other

staff/professionals e.g. SENDCO, Local Authority services, health professionals, is to support them in fulfilling this responsibility.

- **Students added to the SEND register at academy support level.** A student SEND profile (or IEP) is created and additional support is put in place. Additional support could include: Teacher Assistant (TA) in-class support; withdrawal sessions or specific interventions. Additional support is created on an individual basis.
- **Students receive support from an outside agency who will offer advice and give strategies on how we can best support them.** All information is communicated to staff and parents by the SENDCo and these strategies are regularly reviewed and refined.
- **A request could be made for an Education, Health and Care Plan (EHCP)** and support is received through high-needs funding.

Managing students needs on the SEND Register

Our aim is for students needs to be identified as quickly and accurately as possible, and for support to be put in place at the earliest opportunity. The SENDCo has the overall responsibility for managing the students on the SEND register.

Criteria for entering the SEND Register

The following guidance is set out for Teachers to raise concerns regarding a student with possible SEND.

Making decisions about the new Graduated Cycle and SEND Support: Advice for all staff.

When you have concerns about a student, whom you think may have Special Educational Needs and/or Disabilities:

Initial Concerns

- Raise initial concern with SENDCO via e-mail so that there is a logged record of your concern.
- SENDCO will respond to your email and ask you to complete a paper-based 'Initial Diagnosis Checklist' within a pre-agreed timescale (**max. 7 days**). This document has been designed specifically to highlight any potential additional needs that a student may have and to record the steps that have been taken by the class teacher up to this point, including their initial contact with parents/carers to register those concerns.

SENDCO meeting

- A meeting will be confirmed between the class-teacher and the SENDCO to discuss the specific concerns that arise from the 'Initial Diagnosis Document', and further explore the steps that have been undertaken so far by class teacher.
- Next Step: the SENDCO will make initial contact with parents and confirm a meeting date, time and venue, inviting any other relevant members of staff (or services) if required. **You may be required to attend this meeting if previous contact with parents has not provided them with adequate background to your concerns. You may also be advised to make initial contact with parents whilst your concerns are further monitored.** These steps will enable parents to have a clear picture of their child's day-to-day contributions to the classroom and school life.

Additional Assessment

- Additional assessments can be requested via an EHA (Early Help Assessment), which may be completed as part of the initial parent meeting, but this will be dependent on the specific requirements identified or requiring further exploration.
- These assessments will be requested by the SENDCO via the EHA, or if parents are required to make additional referrals (i.e. diagnostic testing or CAMHS referral via GP). These will be followed up by SENDCO within a pre-agreed time-frame (**max. 14 days**). Minutes of all meetings with parents will be shared via e-mail. Parents will be given a clear deadline to respond and make amendments. These will be kept on file for the students time on roll at the academy.

Advice and strategies

- If it is felt that no further exploration of potential barriers to learning are required, further advice will be provided in the form of strategies for supporting the student, both within school (for class teacher) and at home (for parents), further developing the relationship and dialogue between home and school. The academy SENDCO will continue to act as point of contact for parents regarding these strategies and/or any additional concerns.
- The student will continue to be monitored through the academy's tracking system and will be provided with additional intervention where and when appropriate.

Monitoring

- A decision will be made by the SENDCO, (Local Authority - where appropriate), SLT and Principal about whether the student meets the academy's SEND criteria for SEND Support.
- If the student does not meet the criteria for an EHCP, further advice will be provided in the form of strategies for supporting wave 1 and 2 students. These will be confirmed in writing (via e-mail where possible) to both parents and class teacher. Wave 1 and 2 students are added to the SEND register and subject to additional data analysis by the SENDCO following each data collection. Additional applications may be made if this data provides further evidence.

SEND Support

- If the student meets the criteria for an EHCP, the student will be added to the SEND register and their wave 3 status will be updated. This will result in additional support hours being allocated; additional CPDL for teaching staff (where appropriate); more stringent analysis of data relating to the identified barrier, thus ensuring that the support that is in place is appropriate; sharing of strategies from specialist providers (and from within the EHCP); IEP/PSS amended to include the specialist advice and utilised by class teacher; regular reviews and meetings with parents.
- The cycle of EHCP SEND Support will begin.

Supporting students and families

Criteria for Exiting the SEND Register

When students are working broadly in line with their peers, with or without wave 1 or 2 intervention, they will be removed from the SEND register. Parents will be involved in this decision. These students will be closely monitored to ensure progress remains in line with age related expectations.

Students will remain on the 'SEND watch list' (which includes all students removed, or exiting the SEND register) for three half-terms to ensure that the decision to remove them has been the correct one.

Parental Partnership

At all stages of the SEND process, the academy will keep parents fully informed and involved. Taking into account the views and opinions of parents at all stages through regular meetings, annual surveys and questionnaires, consistent and regular feedback, the sharing of data with all stakeholders, and collaboration with those stakeholders to ensure that parents have an appropriate point of contact to address their concerns. We appreciate that parents are often the experts on their children. Their knowledge of their children's interests, dislikes, triggers for anxiety or challenging behaviour and strategies which are effective in supporting them can be invaluable for academy staff. We encourage parents to make a full contribution to their child's education and well-being: allowing parents to support their child in the decisions they make for their future.

Meetings with parents are held at least three times a year to share the progress of SEND students. Permission will be obtained from parents before beginning any external intervention. Parents will be provided with clear information throughout the Graduated Approach process.

What is the local offer?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area, for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the "local offer". The local offer provides information on all the services available to children, young people and their families. It details what can be expected from a range of local agencies, including education, health and social care providers, allowing you more choice and control over what support is right for your child. Bolton's local offer can be found at:

<http://www.localdirectory.bolton.gov.uk/send.aspx>

SEND Information Report

It is a statutory requirement for schools/academies to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Special Educational Needs and Disability Regulations 2014. The academy will publish a report on SEND provision annually, on the Trust's/ academy's web site, and as soon as possible if any changes occur during the year.

Admissions

Students with SEND are admitted in line with EFAT's admissions policies for its academies. The statutory requirements of the Equalities Act 2010 are adhered to.

Examinations/ statutory assessments

The SENDCo works closely with the Examinations Officer/Principal, to make sure students are able to access exams and other assessments by making necessary applications, in accordance with the Access and Arrangements guidance.

Supporting students with medical conditions

This policy should be read in conjunction with the academy's 'Policy for Supporting Students in the academy with Medical Conditions.'

Monitoring and evaluation of SEND

In a minority of cases and only when a student presents with needs, which are so 'exceptional' as to necessitate a very high level of additional support, will the academy make representation to the Local Authority (LA) to secure additional funding. Subject to annual review, the funding is awarded to the academy on behalf of the student, to meet the costs of the necessary additional provision for the student. Parents/carers and the student (as appropriate) are invited to each Annual Review meeting, to discuss their progress and the support which they receive. The SENDCo takes the leading role in securing, reviewing and managing provision for students who have exceptional needs. The majority of SEND students will have their needs met through quality first teaching in the mainstream provision, however parents/carers are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment, if it is felt that this is necessary. The LA will follow the statutory guidelines and produce an EHC Plan. The academy may also make the decision to discuss the possibility of an EHC Plan. Some students may already have a statement of special educational needs or an EHC in place when they join the academy

Training and resources

SEND is an integral part of continuing professional development programme for all staff in the academy. SEND 'In-service training' will be delivered on an annual basis, and throughout the academic year to meet the training needs of individual staff, small groups of staff and the whole staff. The SENDCo is kept up to date with current legislation and policy, through attending Local Authority training, cluster meetings, NASEN events and specialist training. The SENDCO will also take part in professional discussions with outside agencies, developing links to further enhancing their knowledge and experience of working with students with SEND and their families.

Roles and responsibilities

The SEND Governor is the link between the Local Governing Body and the academy, in relation to students with SEND. Their role is to help raise awareness of SEND issues at Local Governing Body meetings and give up-to-date information on SEND provision within the academy. They also help review the implementation of the SEND policy in the academy, and the academy's SEND provision, ensuring that parents have confidence in this provision.

The SENDCO will keep the Local Governing Body and the Principal informed about SEND provision and will carry out their duties as described in this policy.

Teaching Assistants work under the guidance of the SENDCo, class teachers and outside agencies to support students with SEND.

Storing and managing information

The academy fully endorses the statements and the intent of the recently updated Data Protection Act 2018 and new General Data Protection Regulation (GDPR), May 2018. Further information on the Essa Foundation Academies Trust's (EFAT) policy and guidance for these regulations can be found at <http://www.efatrust.org/policies-and-plans.html>.

Information on students with SEND is stored and managed in line with EFAT's policy and procedures on Data Protection and GDPR. Disclosure of information held about students will be shared securely with external agencies when those professionals are involved in supporting a student. Parents/carers will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.

Accessibility

The academy is committed to providing a fully accessible environment, which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The academy will continue to increase the accessibility of provision for all students, staff and visitors to the academy. We make every effort to ensure that everyone has:

- Access to the physical environment of the academy, including improving/providing specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Access to the curriculum for students with a special educational need and/or disability, including expanding the curriculum as necessary to ensure that students with a special educational need and/or a disability are as equally prepared for life as other students. This covers teaching and learning, and participation in extra-curricular activities, leisure and cultural activities or academy visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

All students with significant medical need and/or disability will have a Health Care Plan, with significant input from parent/carers, healthcare professionals and key staff.

Dealing with complaints and resolving disagreements

Parents/carers of students with special educational needs and/or disabilities, like all parents, should raise any concerns about SEND provision for their child with designated staff in the academy, following the Trust's complaints procedure which is available on the Trust's/ academies web site or from the academy.

The Local Authority also provides a disagreement resolution service for parents/carers who have concerns about how the academy carries out its SEND provision. Parents/carers should use the Trust's complaints procedures before raising the complaint with others.

Bullying

Please refer to our '*Behaviour/Anti-bullying policy*' which is available on the Trust's/academy's website or from the academy.

Reviewing the policy

The SENDCo monitors the progress or difficulties of students on the SEND register. The SENDCo provides staff and governors with regular summaries of the impact of our policy and the effectiveness of our SEND provision.

The SENDCo is involved in supporting staff in drawing up Individual Education Plans and learning passports for students in their class/group. The SENDCo and the Principal/SLT member hold regular meetings to review the work of the academy in this area. The SENDCo and the named governor with responsibility for special educational needs and /or disabilities, also hold termly meetings.