



INSPIRING FUTURES PARTNERSHIP TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy Type	Statutory
Updated by	Tom Smith
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Review due	May 2020 (or sooner if guidelines are altered)

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All policies referred to in the document can be accessed on each Academy's website. Copies are also available through the Academy Offices.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality act 2010 : advice for academy s DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014)

This policy was created in consultation with the SEND trustee and pupils with SEND and disabilities.

A Trust Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools or academies, or a disability that makes it hard for them to access facilities within the academy. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other academies maintained by the LA (*Education Act 1996*). We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so consider what reasonable adjustments may need to be made for them.

Aims

At the Inspiring Futures Partnership Trust we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. The Inspiring Futures Partnership Trust aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the Trust's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs

- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and Trustees for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the Trust as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the Trust's procedures for identifying, assessing and making provision to meet these needs.

The **Trustees** in co-operation with the Principal/s, have a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND trustee, see appendix) who takes particular interest in this aspect of the Trust.

Trustees must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the Trust's SEND policy through the Trustees' Annual Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the Trust decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in Trust self-review
- they set up appropriate staffing and funding arrangements, and oversee the Trust's work for pupils with SEND.

Trustees play a major part in Trust self-review. In relation to SEND, members of the Board of Trustees will ensure that:

- they are involved in the development and monitoring of the Trust's SEND policy, and that the Trust as a whole will also be involved in its development
- SEND provision has a yearly action plan and is an integral part of the Trust Development Plan
- the quality of SEND provision is regularly monitored

The **Principals** have responsibility for:

- the management of all aspects of the Trust's work, including provision for pupils with special educational needs
- keeping the Trustees informed about SEND issues
- working closely with the SENDCo

- the deployment of all special educational needs personnel within the Trust
- They also have overall responsibility for monitoring and reporting to the Trustees about the implementation of the Trust's SEND policy and the effects of inclusion policies on the Trust as whole.

The **Special Educational Needs Co-ordinator (SENDCo)** is responsible for:

- overseeing the day to day operation of the Trust's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other Trust staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up year group provision maps and individual provision plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the Trust's SEND register/s and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing academy assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- leading annual review meetings concerning children with EHCPs
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools or academies and/or other primary schools or academies to help provide a smooth transition from one setting to the other

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- making themselves aware of the academy 's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Appendix A provides further information about the SEND register responsibilities for both the class teacher and SENCo.

Teaching Assistants (TAs) work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in providing specific interventions and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the Trust's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the Trust's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENDCo in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At the Inspiring Futures Partnership Trust:

- sharing of expertise is welcomed and encouraged
- when appropriate, SEND is an item on staff meeting agenda or the main item of a meeting
- the SENDCo ensures that regular meetings are held to review targets and provision and that parents are invited
- there is ongoing informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENDCo ensures that the following information is easily accessible to staff:
 - the Trust's SEND policy
 - the SEND register
 - an overview of SEND provision from the academy prospectus
 - the Trust's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - a year group SEND file giving the names of all pupils in the class with SEND and copies of the year group provision map and individual provision plans, moderation descriptors and other relevant information.

A4 ADMISSION ARRANGEMENTS

The Inspiring Futures Partnership Trust strives to be a fully inclusive trust. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP the LA must provide a place unless this is

incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At the Inspiring Futures Partnership Trust the SENDCo is Mr Smith.

There is a full time Learning Mentor who assists in the target setting of pupils with Behaviour, Emotional and Social difficulties. She enables some of the children on the SEND register to monitor and evaluate their behaviour targets. There is also an additional part time learning mentor.

- all teaching staff have been trained to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the academy buildings have been designed or adapted to provide easy access for wheelchairs, or toilet and washing areas

B Identification, Assessment and Provision

B1 ALLOCATION OF RESOURCES

All academies in Buckinghamshire receive funding for pupils with SEND in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for Special Educational Needs and Disabilities.
- other specific funds e.g. Standards/ EHCP Fund allocations, Children's Fund.

The Principal/s, SENDCo and the Trustees of the Trust regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the Trust's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting SEND/ EHCP. The Trust has a continuing commitment to purchase appropriate resources for pupils with SEND.

The Inspiring Futures Partnership Trust follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met. Details of how resources are allocated are included in the Trustees' Annual Report to Parents.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is

additional to or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The code of practice has 4 broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We recognise that children are individuals and that their needs may overlap between categories. We recognise that children may have additional needs that are not SEN but may impact on progress or attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and academy s provided under current Disability Equality legislation - the alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

We recognise that identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we aim to recognise and identify clearly alongside their parents.

Graduated Approach to SEND Support

The SEND Policy details how, in the Inspiring Futures Partnership Trust, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

1. Early identification and assessment

Provision for the children with special educational needs is a matter for the whole school. The Trustees, the school's Principal/s, the SENDCo and all the other members of the staff, particularly class teachers and teaching assistant, have important day-to-day responsibilities. All teachers are teachers of children with special education needs.

Children are assessed on entry to the school in order to build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special education need, the class teacher and SENDCo will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class.

- use the assessment processes to identify any learning difficulties
- ensure ongoing observations and assessments provide regular feedback about the child's achievement and experiences to form the basis for planning the next steps of the child's learning.

2. Children for whom English is the not their first language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about particular child, a teacher will look carefully at all aspects of the child's performance to establish whether any difficulties are due to being in the early stages of English or whether they arise from special educational needs.

3. Whole School Provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly review the teaching of all pupils, including those at risk of underachievement. On-going training and support enables teaching staff to develop their understanding of strategies to identify and report vulnerable pupils.

4. Asses - Plan - Do - Review cycle

Assess:

Following the raising of a concern that a child may have special educational needs, the class teacher, parent and SENDCo considers all of the information gathered from within the school and home about the pupil's progress, alongside national data and expectations of progress. This may include more specialised assessments from external agencies and professionals.

Our initial starting point may include an early discussion with the pupil and their parents. These early discussions with parents help us develop a good understanding of the pupil's areas of strength and difficulty, the parent's concerns, the agreed outcomes sought for the child and the next steps.

Plan:

When planning any additional provision, we start with the key skills and abilities we want the child to develop (outcomes for the child). This may include looking at expected progress and attainment and the views and wishes of the pupil and their parents. This should then help to determine the support that is needed and whether it can be provided by adapting the academy's normal curriculum or whether something different or additional is required.

Teachers and support staff will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The support plan/provision plan will identify outcomes plus any provision needed to meet those outcomes. Provision/ support may be delivered in the main class, small groups or on an individual basis. For some children this may be a combination of all three.

In all cases the class teacher remains responsible for ensuring the progress and well-being of all children in their class. Examples of evidence may be seen in pupils' work, questionnaires, observations, conversation records, photographs and the academy's tracking systems

Review .

SEN Support Plans will be reviewed periodically throughout the year to see if the provision in place is appropriate to ensure that the desired outcomes can be met.

Outcomes are kept under regular review to ensure they are:

Smart

Measurable

Achievable

Realistic

Time bound

The Buckinghamshire SEND information gives additional guidance on identification, assessment and review.

B3 Levels of Provision

SEN Support

Pupils acknowledged as SEND Support on the Trust's SEND Register will show that, despite receiving targeting support through class based strategies and interventions, the child:

- continues to make limited or no progress in specific areas over a long period of time
- continues to have difficulty in developing English and Maths skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management plan.
- has sensory or physical needs, requires additional specialist equipment or regular advice or visits from a specialist service.
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

When the Trust seeks the advice of external services, those services will need to see the pupil's records in order to establish which strategies have been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

A child recognised as SEND Support may receive up to 13.5 hours a week support which may include some individual sessions.

Education Health and Care Plan and High Needs Funding

Only a very small proportion of pupils require a EHCP or access to the LA's high need funding block. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Elements of the provision specified on a child's EHCP will be funded by the LA.

A child will be brought to the LA's attention as possibly requiring a EHCP through a request for assessment by the Trust, a parent/carer or another agency (normally health or social services).

EHCP

An EHCP is a legally binding document that sets out the provision the child must receive to meet his/her SEN. Each year the Academy must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Annual Reviews

For pupils with EHCPs, an Annual Review Meeting is held. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. Annual Reviews should evaluate the progress towards the current objectives, give all professionals involved with the child the opportunities to share their opinions and be an opportunity to set new long-term objectives for the pupil if appropriate. Annual Reviews are normally held during the school day.

B4 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. In Key Stage 2, the children are set for Literacy and Mathematics. They may also be set for certain subjects in year 2. In Years 5 and 6, the children are also set for Science. Within each year group, there are also a number of intervention groups aimed to increase attainment.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B5 EVALUATING SUCCESS

The success of the Trust's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register
- monitoring of procedures and practice by the SEND trustee/s
- Trust self-evaluation
- the Trust's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the Trust Development Plan, which is used for monitoring provision in the Trust

- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan SEND Support Plans and targets, revise provision and celebrate success.

B6. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the Principal or a governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership Within and Beyond the Academy

C1 PARTNERSHIP WITH PARENTS

The staff at the Inspiring Futures Partnership Trust will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the Trust or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEND, the Parenting Support Team and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01296 383754. Some of their leaflets are available in the Trust academies.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils,

who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the academy years.

At the Inspiring Futures Partnership Trust, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- using class and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The Trust has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities, Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service. We are committed to using the expertise and advice provided by other professionals.

C4 LINKS WITH OTHER SCHOOLS AND ACADEMIES AND TRANSFER ARRANGEMENTS

Transfer and links with other schools and academies

- SEND records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School or Academy
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools and academies are available for consultation before the time for transfer
- For pupils with a EHCP, the pupil's EHCP is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools and academies concerned
- The SENDCo of the receiving school or academy, where possible, attends the final annual review of Year 6 pupils with an EHCP for whom the particular school or academy has been named
- Representatives from X School or Academy visit us to meet parents and pupils before transfer.

Transfer within the Trust

- Teachers liaise closely when pupils transfer to another class or setting within the Trust
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

Transfer from Early Years Settings

If the child already has an identified special educational need, this information may be transferred from the Early Years setting to the Trust. The child's class teacher will use this information to provide starting points for the development of an appropriately differentiated curriculum.

C5 STAFF DEVELOPMENT AND APPRAISAL

- The Trust is committed to staff gaining expertise in the area of SEND
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the Trust
- Reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENDCo and other staff attend County meetings and INSET when relevant
- Newly appointed teaching and support staff meet the SENDCo to discuss SEN procedures in the Trust. There is an induction pack outlining the Trust's procedures and approach.