



CENTRAL LEARNING
PARTNERSHIP TRUST

SEND Policy

Central Learning Partnership Trust	
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

As a school we aim:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- To ensure that all pupils have access to a broad and balanced curriculum, including extra curriculum activities.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Roles and responsibilities

The SENCO

The SENCO is Mrs S Ahmed.

They will:

- Work with the Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

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 Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head of School

The Head of School will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

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

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- 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

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess:

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.

Plan:

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching and having high expectations of our learners is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include nurture or intervention groups. Please see the school's 'SEND Information Report' for further information.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as visual timetables, larger font, writing slopes, move and sit cushions and laptops.

- Provide physical support including access to lift, specialist furniture and items as recommended by professionals.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Do:

Additional support for learning

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes Learning Support Assistants, Pastoral Support Managers and SENCo.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Additionally, in the form of an extra Teacher or Teaching Assistant is allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with EHCPs will have targets and strategies set out in their plans and these will be combined with the advice of the SENCo and learning support staff. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

Securing equipment and facilities

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including disabled toilets with an adjustable changing table; wide corridors and equipment to help with reading and writing. We will endeavor to follow recommendations from fellow professionals with regards to specialist equipment that may be of benefit to pupils.

Review:

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a 6-8 week period.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We strive to ensure that all pupils are able to access activities in school and we will aim to overcome any potential barriers to attendance. All pupils are encouraged to attend:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- Residential trip(s)
- Sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For more information, please see our Accessibility Policy

Support for improving emotional and social development

At a school we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers/Child Protection Officer; Learning Mentors and Teaching Assistants. We also have excellent relationships with a number of external agencies.

We have a zero-tolerance approach to bullying and both promote and celebrate the diversity of our school community.

Working with other agencies

As a school we can access a range of services including:

- Learning Support Service (LSS)
- Educational Psychology Service (EPS)
- Speech and Language Service (SALT)
- Occupational Therapy Service (OT)
- Visual impairment team (VI)
- Hearing impairment team (HI)
- Child Development Centre (CDC)
- Child and Adolescent Mental Health Service (CAMHS);
- Social Care
- School Nurse Service
- Physiotherapists
- Moving and Handling

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with all agencies to ensure every child has appropriate support to allow every child full access to the curriculum.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's Complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Complaints about SEN provision in our school should be made to the class teacher or SENDCo in the first instance. If you continue to have worries, then you should speak to the Head Teacher about your concerns. If you still feel that you have concerns, then the school SEN Governor can be contacted for support by phoning school and they will make arrangements for you to meet with the governor. If you feel that you are still unhappy about the SEN provision that your child is being provided with and would make a formal complaint this would be made through our complaints procedure. Please see the Complaints policy.

Contact details of support services for parents of pupils with SEN

Rotherham Local offer <http://www.rotherhamsendlocaloffer.org/>

Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) <http://www.rotherhamsendiass.org.uk/>

Rotherham Parent Carers Forum <https://www.rpcf.co.uk/>

CAHMS <https://camhs.rdash.nhs.uk/professionals/rotherham/>

My Mind Matters web page (positive mental health and well-being) for young people in Rotherham: <http://www.mymindmatters.org.uk/>

Young Minds <https://youngminds.org.uk/>

National Autistic Society <https://www.autism.org.uk/about.aspx>

PDA <https://www.autism.org.uk/about/what-is/pda.aspx>

ADHD foundation <https://www.adhdfoundation.org.uk/information/young-people/>

Dyslexia

Contact details for raising concerns

Mrs S Ahmed SENDCo Coleridge Primary

s.ahmed@coleridgeprimary.org

The SEND Information Report

Please find our SEND Information Report on our school's web page under SEND Information.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions