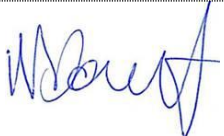




SEND Policy

November 2017

Signed (Chair of the Local Governing Body):	
Date:	November 2017
Date of Review:	November 2018

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

General information about this policy

The aims of this policy are:

- To provide a framework within which equality of opportunity may be achieved.
- To enable children with SEND to attain their full potential as independent learners.
- To ensure that children with SEND develop a positive self-image.
- To ensure that parents of children with SEND are fully involved in the review process.

The objectives of this policy are:

- To ensure that children with SEND have access to a broad, balanced, differentiated or modified curriculum (including the Foundation stage)
- To promote the full participation of children with SEND in school life.
- To ensure that children with SEND have equal opportunity to achieve this status within the school.
- To ensure that children with SEND feel secure as learners and that the learning environment does not contribute to their difficulties.
- To define clear identification, assessment and referral procedures.

These aims and objectives will be met by following the recommendations of the revised SEND Code of Practice 2014. The arrangements for meeting these recommendations will be detailed in the remainder of this policy.

Name of the person responsible for co-ordinating SEND provision in the school.

Samina Ahmed is responsible for co-ordinating SEND provision in Davies Lane Primary, Lisa Bogle is responsible for co-ordination SEND provision in Selwyn Primary School . Elsewhere in this policy they will be referred to as the SENCO.

The arrangements Arbor Academy Trust have made for co-ordinating SEND provision.

The SENCO has the responsibility for the day-to-day management of the policy. This includes:

- Co-coordinating the provision for pupils with SEND.
- Supporting and advising colleagues including advising on a range of Intervention Programmes and Provision Maps for children at SEN Support level and Educational Health Care plans.
- Maintaining the school's SEND register.
- Contributing to and managing the records of pupils on the SEND register.
- Managing the school based assessment and completing documentation required by outside agencies and the LEA.
- Facilitating Person Centred Reviews for children with EHC plans
- Organising, facilitating and reviewing Pastoral Support Plans for children at risk of exclusion.
- Act as the link with parents.
- Maintains resources and teaching materials to enable appropriate provision to be made.
- Acts as a link with external agencies and other support agencies.
- Monitors and evaluates the SEND provision and reports to the governing body.
- Manages a range of resources, human and material, linked to children with SEND.

Admission arrangements to the school for SEND pupils who do not have a statement.

Admission arrangements for such pupils are identical to admission arrangements for other pupils.

Any specialist provision the Trust can offer

The Trust offers a broad and balanced curriculum to all its pupils. It offers specialist support from Davies Lane's Autistic Spectrum Disorder (ASD) Resource Provision support staff. The resource provision at full capacity will offer 28 spaces.

Facilities the school can offer to pupils with SEND and ways in which the school is able to increase or assist access by disabled pupils.

See appendix 1

Information about identification, assessment and provision for pupils with SEND.

How resources are allocated to pupils with SEND.

Resources are allocated on a needs led basis and may consist of differentiated/modified work, specific programmes to address issues, aids to support curriculum access, small group or individual support. The amount of support offered will be linked to the pupil's type and level of need. Children on the SEND register will not automatically receive individual support. Where a pupil has an Education, Health and Care Plan (EHCP), resources will be allocated in line with this but individual support is not necessarily guaranteed. The schools in the trust believe that children make greater progress when they work as part of small groups in order to engage with other children and adults and become more independent learners and individuals.

How pupils with SEND are identified, their needs determined and progress reviewed

All learners will have access to First Quality Teaching and pupils in the school are assessed regularly to monitor their progress across the curriculum. Not all pupils will progress at the same rate. Where progress is not adequate some additional or different action will need to be taken to enable the pupil to learn more effectively. This action may involve the SENCO in carrying out individual assessment/observation to gain more information. When a decision is made to place a child on the SEND register the parents/carer will be invited to discuss this with the SENCO/Class teacher. When a child has been identified as having SEND their progress will be reviewed termly. Children with a EHC Plan will have an individual Provision Map that will have specific outcomes for the child to achieve. The SENCO meets with the Assessment co-ordinator and class teacher (Pupil Progress meetings) to discuss the children in each class. During this meeting, the progress and attainment levels of each pupil are discussed and what further interventions/actions are necessary- Assess, Plan, Do and Review. Children will be placed on either of the following levels, SEN Support and EHC Plan. Children in the Nursery will be placed at WAVE 1 for any initial concerns. Some children will enter Nursery at WAVE 3 if their SEND needs have already been identified and there is outside agency involvement.

Triggers for placing a child at SEN support

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has medical needs that effect learning

Children at SEN support may receive additional support from year group interventions. Progress is then shared with parents/carers at parents' evenings (termly).

At SEN support if a child

- Continues to make little or no progress in specific areas over a long period.
- Continues working at national curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematic 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 and

Individualised behaviour programme

- Has sensory or physical needs, and requires additional specialist equipment or regular visits by a specialist service.
- Has an on-going communications or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Parental permission may be sought in order for a request to be made for advice and/or support from external services. This may lead to a request for additional funding from the local authority.

Progress is then shared with parents/carers at parents' evenings. For children with an Education Health and Care Plan, the individual Provision Map and their One Page profile will be reviewed by the parents/carers, SENCO, classteacher, 1:1 LSA support (if applicable) and the child each term.

For further information contact: www.walthamforest.gov.uk/localoffer

The Trust's arrangements for providing access to a broad and balanced curriculum, including the National Curriculum.

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teacher's use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate and modify work appropriately, and we use assessment to inform the next stage of learning.
- Pupils in Key Stage 1 or 2 who are working below Level 1 in one or more areas of the curriculum may be assessed using the P-Scales.

How SEND pupils engage in activities together with those who do not have SEND

- The school aims to ensure that pupils with SEND engage in activities together with those who do not have SEND.
- When planning visits etc. the needs of all pupils are considered and are planned from an equal opportunities viewpoint. A general Risk Assessment is carried out by the relevant professional/s and any specific requirements are considered, for example, additional adult support being provided to those individual children that need this level of supervision and care.

How the Local Governing Body evaluates the success of the education given to SEND pupils.

- The Local Governing body will nominate a governor to take on the role of Inclusion Governor.
- The Inclusion Governor will liaise with the SENCO to monitor the implementation of the policy and report to the full Governing Body.
- The Governing body will report annually on its effectiveness in the Annual Report to Parents.
- The policy will be evaluated in a number of ways including the progress made by pupils on the SEND register, movement between stages on the SEND register and the number of pupils with Statements.

How the school and Governing body deal with any complaints about SEND provision

Parents/Carers who have a complaint about the SEND provision made for their child at the school should discuss this with:

- the SENCO
- the Head of School
- the Chair of Local Governing Board

In the case of a formal written complaint being made to the Chair of Local Governing Body the school will deal with the complaint by a full investigation of the material facts within 20 working days. For more details please see the School's complaints Policy.

Information about staffing and partnerships with parents and other agencies

How the school meets the INSET needs of staff.

- Staff inset needs are identified as part of the performance management and staff review process.
- Where a need for training becomes apparent at another time e.g. when a child with a Statement or an Education, Health and Care Plan for a specific need is admitted the Staff Development Co-ordinator and SENCO will together identify a way of meeting this need.
- INSET may be provided in-house, to the whole staff by an external agent or through external courses.

Support services available to the school

The school receives regular support from an Educational Psychologist, School Nurse and Speech Therapist and other support services that are used on needs led basis. The SENCO has a list of support services which the LEA can offer the school. This list can also be accessed on the school's website.

The role of parents

Parents hold key information and have a critical role to play in their child's education. We therefore seek to work in partnership with parents and value the contribution they can make. As a school we inform parents when we first identify a child as requiring additional support.

- When working with parents we will:
- Acknowledge parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as weaknesses – what's working/not working
- Be sensitive to the feelings of parents
- Ensure that parents understand procedures and how to get support and will be given relevant information ahead of meetings.
- Respect the validity of different viewpoints and seek to reconcile differences.
- Respect the needs of parents such a disability or linguistic barriers
- Try to be flexible in the timing and structure of meetings.

Parents also have a responsibility to communicate effectively with schools to support their child's education. In working with schools they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home-school agreements.
- Make a commitment to attending meetings which the school or other agencies arrange.

Links –with other schools and transition arrangements

- When pupils with identified SEND join the school information is sought from their previous school.
- Where a child transfers to another school their SEND records are sent to their new school.
- When a pupil with a Statement is due to join the school or transfer to a new one the SENCO will liaise with the SENCO of the other school to plan for the transfer.
- Links with Health, Social Services and other agencies
- The revised code of practice requires schools to work in partnership with school health and Social Services –co-production in approach
- After discussion with parents the SENCO may refer children who are experiencing difficulties in school to the school health service.
- School Health and Social Services also have a role to play in statutory assessment.
- SENCO may attend case conferences held by outside agencies.

Monitoring and evaluation.

The SENCO monitors the movement of children within the SEND system in the school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The school reviews this policy annually and considers any amendments in light of this. The SENCO reports on the outcome of this review to the Local Governing body.

Appendix 1

Davies Lane Primary

The school has disabled toilets on both school sites as well as lifts. Various reasonable adjustments are made to the learning environment, according to children's needs.

Appendix 2

Selwyn Primary

The school has disabled toilets Cavendish building and ramp access to all building excluding the top floor of the temporary cabins. Various reasonable adjustments are made to the learning environment, according to children's needs.