



Enfield Academy of New Waltham Special Educational Needs and Disability (SEND) Policy

This policy was developed in consultation with the SEN Governor and is shared with parents and families on the school website. It reflects the SEND Code of Practice 2014 0-25 statutory guidance. It also takes account of the 1981 Education Act, 1993 Education Act, 1996 Education Act, 2001 Code of Practice, 2001 Special Educational Needs and Discrimination Act, 2004 Removing Barriers to Achievement, 2004 Every Child Matters and North East Lincolnshire Policy and 2009 Lamb Report.

This policy should be read in conjunction with the Inclusion Policy, Equal Opportunities Policy, Accessibility Policy, Admission Policy and Teaching and Learning Policy.

Rationale

Enfield Academy of New Waltham is **proud** to be a fully inclusive school.

Ofsted defines an educationally inclusive school as:

"One in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter."

The purpose of this document is to ensure that all pupils at Enfield Academy of New Waltham have access to a broad and balanced education that will equip them for their future life.

A major part of the child's education will be delivered through the medium of the National Curriculum and the Early Years Foundation Stage Curriculum.

Every teacher in the school is a teacher of SEND and has the duty to enable SEND children to benefit as fully as possible from their educational experiences.

The person/people who have the greatest knowledge and experience regarding such pupils are their parents/carers. At Enfield Academy of New Waltham we see it as vitally important that we develop an effective partnership with the parents/carers of the children with SEND.

Early Years educators are often the first educators to identify and assess a child as having a special educational need. We aim to identify that need as early as possible.

The aims of Enfield Academy of New Waltham are as follows:

- To establish and maintain a system of internal identification and referral that is consistent throughout the school.
- To establish procedures to ensure that children with SEND are identified as soon as possible.
- To ensure that all staff and parents/carers are aware of the needs that are to be met.
- To ensure all staff recognise a responsibility for the education of children with SEND and maintain high expectations and achievement.
- To establish baseline criteria which can be used when discussing a child's needs with colleagues, when initially identifying needs and deciding upon teaching priorities.
- To ensure all pupils reach their full potential by extending their skills, knowledge and understanding of all areas of the curriculum and have access to their full curriculum entitlement.
- To establish a consistent approach to gathering and recording information to ensure pupils make progress.
- To ensure all our pupils with SEND are able to achieve personal success and feel valued within the school family.
- To ensure our pupils with SEND mature socially through working collaboratively in groups, in pairs or one to one with an adult.
- To share a common vision and understanding with all stakeholders and develop a working partnership with parents/carers.
- To ensure all staff have training and it is revisited regularly.
- To ensure all training and development of staff at Enfield Academy of New Waltham continues and expertise is utilised.

Identification and Assessment of Special Educational Needs

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that it is 'additional' to and 'different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the latest Code of Practice 2014 (January 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Behavioural difficulties do not necessarily mean that a child has a special educational need or disability and should not automatically lead to a pupil being registered as having SEND.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision.

The Code of Practice promotes a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Graduated Approach:

Quality first teaching Differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations, or has made little progress, at any of the termly assessment dates, then they are discussed at Pupil Progress meetings.
Monitoring	Those children who are recognised at Pupil Progress meetings as requiring additional support, are moved to cycle one of the Assess, Plan, Do and Review approach and class teachers implement strategies and interventions to help the children move forward, recording these on a Personalised Provision Plan, which is part of the Pupil Passport.
SEN Support	Where children are assessed as requiring additional support, following cycle one, outside agencies are consulted and children move to cycle two of the process. They are placed on the SEN register at SEN Support. Others remain at 'monitoring' or are removed, depending on their progress.
Education, Health and Care plans	For those children, who still require further interventions and a more specialist personal programme, a decision is made about whether to request statutory assessment by the Local Authority, under cycle three. If successful, an Education, Health Care Plan (EHCP) is undertaken, which may include additional funding for a child. An EHCP looks at all the needs that a child or young person has within education, health and care. Professionals and the family

	together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes. If an EHCP is granted, the child is moved to cycle three of the process.
--	---

Monitoring

Strategies employed to enable a child to progress, who has been identified as needing additional support, are recorded within a Provision Plan, which includes the child's voice at the centre, parents' views and the strategies that will support a pupil's progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

The Provision Plan includes:

- A one page profile of the child's views
- A parent/carer views page
- A Personalised Learning Plan

The documentation above includes:

- What we are hoping for (desirable outcomes/SMART targets)
- Actions and strategies to address need
- All provision to be put in place
- The views of the child
- The views of the parents
- Review of the strategies / interventions on the pupil's outcome
- Next steps

This documentation begins at cycle one of the graduated approach and remains in place all the way up to cycle three of the approach and beyond, as a means of capturing everything put in place to support learning needs and progress, based on the views of the child, parents and professionals. Where children have been removed from needing support, through the graduated approach, the documentation will cease.

SEN Support

The school's Specialist Advisory Support (SAS) consultant and any other assessing professionals are involved in considering whether to proceed to SEN Support.

They are provided with up to date information about the pupil, including all previous interventions. This must be in the form of evaluated and current Provision Plans.

At SEN Support, external support services, both those provided by the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on strategies.

The triggers for SEN Support:

- 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 English and mathematics skills.
- Has an emotional difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Interventions put in place at cycle one have had little or no impact on learning or progress.

Progression to Statutory Assessment

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENDCO completes the process requesting Statutory Assessment by the Authority.

Papers are forwarded to the Local Authority who, with the Panel, will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and Provision Plans. If the Panel agrees to proceed with Statutory Assessment an EHCP is drawn up.

The class teacher, in conjunction with the SENDCO, is then responsible for drawing up a Plan to meet the outcomes set out in the Education and Health Care Plan.

An EHCP must be reviewed every year at an 'Annual Review' meeting. The purpose of the review is to ensure that the contents of the EHCP remain relevant. The EHCP can be amended if necessary following the Annual Review – the school may recommend changes and parents can also request changes.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to review Provision Plans each term. Class teachers should meet with parents termly to set clear goals, discuss activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

Individual SEN Files

Each child has their own file which is kept by the SENDCO in a filing cabinet, and electronically. These files contain everything that concerns the child, including Provision Plans and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which is kept securely in the child's folder in class.

Partnership with Parents

We aim to promote a culture of collaboration with parents, schools, LAs and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and SENDCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education and Health Care Plans.

When the child has a Provision Plan then the parent must be invited to a review meeting each term, where the needs of the child are discussed, so that the parents' views and child's views remain at the centre of the process.

Roles and Responsibilities

The Special Needs Coordinator (SENDCO)

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the training of staff.
- Liaising with external agencies including the LA's support staff, health and social services and voluntary bodies.
- Attending courses to keep skills and knowledge up to date.
- Writing and updating the SEND policy and SEN Information Report annually.

The role of the Trust Academy Improvement Committee (AIC)

The SEND AIC Member ensures that the Trust Members are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The ELT governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs and disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life
- Ensure that parents are notified of a decision by the school that their child has special educational needs
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis
- Ensure that the latest SEND Code of Practice is followed
- Meet the SENDCO to gain information about the provision made for pupils with special educational needs and disabilities
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

The Role of the Principal

The responsibilities of the Principal include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants (TAs)
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEND Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENDCO
- Liaising with the LA and Trust with respect to policy and enactment
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including Applied Psychologies and others
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the AIC well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

- Ensure the SENDCO receives training and induction in the role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date
- Give the SENDCO sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs and disabilities within the school

Reviewing the policy

The policy is reviewed annually in consultation with the Principal, SENDCO, staff and the Trust.

Complaints – See SEND Information Report

Accessibility – see Accessibility Policy

Bullying –see Anti-Bullying Policy

November 2021