

Special Educational Needs and Disabilities (SEND) policy

The following policy is reflective of our deeply held Christian Vision and Values.

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' Matthew 5 v 16

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1. Aims

*At Selwood ‘we believe that all pupils and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further education or training.
(Special Educational Needs Code of Practice 2014 p92 6.1)*

We believe in providing every possible opportunity to develop the full potential of all pupils. Our aim is that all pupils with SEND participate in activities compatible with the education of other pupils and the efficient use of resources.

We recognise that pupils may require additional support at any time during their school life. This may be as a result of learning difficulties, physical or sensory impairment, behavioural or emotional problems.

- All pupils have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the School Curriculum to maximise their potential.
- All pupils are valued and their self-esteem promoted.
- We will develop the social, moral, spiritual and cultural understanding of each child
- We will work closely with families to support pupils with SEND
- We ensure that pupils and young people with SEND are offered the opportunity to engage in all activities of the school alongside pupils who do not have SEND

Our SEND policy aims to:

- Enable pupils with SEND to reach their full potential and be fully included in the Selwood community
- Set out how our school will identify, support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Objectives

The objectives of this policy are:

- To identify and monitor pupils’ individual needs at the earliest possible stage so that appropriate provision can be made and their attainment can be raised so that they can reach their potential
- To ensure that the pupils with Special Educational Needs and/or learning disabilities make at least the expected progress.
- To work in close partnership with parents/carers of pupils who have special educational needs.
- To involve pupils and parents in the writing of SEND Passports, GRSS (Assess, Plan, do, reviews) and Education Health and Care Plans.

- To support pupils with medical conditions and ensure Individual Health Care Plans are up-to-date and reviewed regularly. (SEND CoP p.94)
- To raise the self-esteem of pupils who have special educational needs and disabilities, acknowledging the progress they have made.
- To involve pupils and parents/carers in the identification and review of the targets set on the pupils's 'Passports and EHCPs'.
- To ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them.
- To plan an effective curriculum to meet the needs of pupils with SEND and ensure that the targets set are SMART (Specific, measurable, achievable, realistic, time-bound).
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for pupils who have SEND.

2. 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 Pupils 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 coordinators (SENCOs) and the SEN information report .

This policy reflects the requirements of the Code of Practice following the fundamental principles that:

- *a child with SEND should have their needs met*
- *the SEND of pupils will normally be met in mainstream schools*
- *the views of the child should be sought and taken into account*
- *pupils with SEND should be offered full access to a broad, balanced and relevant education, including the National Curriculum*

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools. *(Special Educational Needs Code of Practice 2014 p16)*

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 Needs Code of Practice 2014 p15)*

A person with a *disability* has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities *(Disability Discrimination Act 1995)*

When taking into account the needs of a pupil with SEND, the staff at Selwood Academy will take into consideration the needs of all our pupils.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO's are Mrs Fiona Hughes & Mrs Liz Cook.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Manage the team of support staff
- Coordinate the provision for pupils with SEND
- Allocate the resources to meet the needs of the pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching , including CPD
- Advise on the graduated approach to providing SEND support
- Liaise with and ensure all colleagues are aware of the needs of the pupils with SEND they teach.
- 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 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 SEND up to date.
- Monitor the progress of all pupils with SEND.
- Quality assure the effective delivery of SEND support.

4.2 The SEND Trustee

The SEND trustee is Mrs Joy Gamble, she will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustee board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Ensure that the necessary provision is made for any child who has special educational needs
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs and/or a disability.
- Ensure that a child with SEND joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provisions learning needs
- Ensure that an Annual SEND Information Report is produced and available on the school website
- Report to parents/carers on the implementation of the school's policy for pupils with special educational needs and disabilities.
- Be involved in developing and monitoring the school's SEND policy.
- Be familiar with and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the School Development Plan.
- Ensure the quality of SEND provision is continually monitored.
- Publish an Equality Information Document and plan for it to be reviewed annually, showing how they will promote equality of opportunity for disabled pupils, staff and those for whom they provide services

4.3 The headteacher

The headteacher will:

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

4.4 Form tutors, subject teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Ensure they deliver Quality First teaching with chunking and differentiation. Know and understand the strategies to remove barriers to learning.
- Plan lessons in advance, with modifications to respond to learning needs of all pupils including those with SEND.
- 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. To be part of the assess, plan, do, review cycle
- Ensuring they follow this SEN policy

5. Areas of Need

5.1 The kinds of SEN that are provided for

The Code of practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs fall into four broad areas.

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

- Communication and interaction, for example,
 - autistic spectrum disorder (ASD),
 - Asperger's Syndrome,
 - Speech, language and communication (SLCN) difficulties
 - Articulation or language delay
 - Speech impairments or delays
- Cognition and learning, for example,
 - dyslexia,
 - dyspraxia
 - dyscalculia
- Social, emotional and mental health difficulties, for example,
 - attention deficit hyperactivity disorder (ADHD)
 - Attachment disorder
 - Oppositional Defiance Disorder (ODD)
 - Attention Deficit Disorder (ADD)
 - Pupils who are withdrawn, isolated, disruptive or disturbing, hyperactive or lack concentration.

- Sensory and/or physical needs, for example,
- visual impairments (VI)
 - hearing impairments (HI)
 - Multi-sensory impairment (MSI),
 - processing difficulties,
 - Physical disability (PI) eg Cerebral palsy
 - epilepsy
 - diabetes

The purpose of identifying 4 types of SEND is to enable the school to take appropriate action - it is not to fit a pupil into a particular category. At Selwood the needs of every pupil are considered and not just the needs of the SEND pupils.

Other needs which are not SEND but may impact on progress and attainment.

Behavioural difficulties

Behavioural difficulties do not necessarily mean that a pupil or young person has SEND and should not automatically lead to a pupil being registered as having SEND. However, in practical terms, behavioural difficulties may lead to pupils being registered on the SEND register so that they can access appropriate support. Persistent disruptive or withdrawn behaviours can compromise progress and attainment.

Disability

Many pupils and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more pupils than many realise: ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, heart conditions and cancer.

Pupils and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil or young person requires special educational provision they will also be covered by the SEND definition.

Slow progress and low attainment

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND.

English as an additional language

Identifying and assessing SEND for pupils or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Attendance and Punctuality

All pupils should attend school regularly and punctually, to achieve the best possible education through an optimum use of their time at school. Poor attendance and lateness can lead to lower attainment and progress.

Health and Welfare

All pupils have the right to be protected from harm. Pupils cannot learn effectively if they do not feel safe.

5.2 Identifying pupils with SEND and assessing their needs

Most pupils with SEND will have been identified in their First Schools and their needs will be known through liaison with the Year 5 Head of Year, Selwood SENDCo and Year 4 SENDCo.

The needs of most pupils will be met through those strategies identified as provision for all on the Provision Map and Core Standards.

However, concern may arise at any time which may lead to SEND being identified which requires provision which is additional to or different from what is provided as a Basic Entitlement.

Triggers for provision at SEND Support

1. Records from previous school stating a pupil's level of performance and areas of difficulty.
2. Achievement in:
 - PiXL Tests in Years 4, 5, 7 & 8
 - Optional CATS where appropriate
 - SATs in Year 6
 - Reading and spelling assessments
 - Reading and spelling ages
 - Dyslexia Portfolio,
 - Wide Range Achievement Test (WRAT) 4,
 - PhAB, Phonological Assessment Battery
 - NFER Emotional Literacy
 - THRIVE
 - TALKABOUT
 - Test of Abstract Language Communication
3. Concern expressed by teachers, parents, TA's or others and underpinned by evidence that a pupil, despite receiving differentiated learning opportunities and some strategies outlined as provision for all:
 - *makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness*
 - *shows signs of difficulty in developing literacy or maths skills that result in poor attainment in some curricular areas*
 - *presents persistent social, emotional and/or mental health difficulties, which are not ameliorated by the inclusion strategies usually employed in 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*

(DfES SEN Code of Practice 2014)
4. Assessments and reports from outside agencies eg
 - Educational Psychologist
 - Learning Support Team
 - Speech and Language Therapist
 - Occupational Therapist
 - Independent assessments
 - Community Paediatrician

If it is felt that a pupil requires interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum, the SENCO will ensure the intervention is monitored and progress measured appropriately.

Where the need for an Individual Plan is linked to SEMH challenges, the PTL will, in consultation with the pupil and parents, draw up an Individual Behaviour plan (IBP).

For pupils who are school refusers or at risk of managed move/permanent exclusion, a Pastoral Support Plan (PSP) will be set up according to LEA guidelines by the relevant pastoral team member.

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.

5.3 Consulting and involving pupils and parents

Parents are encouraged to make contact with a subject teacher, member of the pastoral team or SENDCo at any time if they have concerns about their child.

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

Parents will always be consulted before referring to an outside agency.

Parents will be fully involved in the SEN support and EHCP reviews.

Pupils

Selwood has a commitment to encourage and enable pupils to participate in decision-making.

- Pupils with SEND take an active part in reviewing their progress. This may be done through discussion with the form tutor, Teaching Assistant, PTL, SENCO or another member of the support staff.
- Pupils with Educational Health Care Plans are encouraged to attend the Annual Reviews and to express their views. If they do not feel able to do that, their views are sought at another time by their parents or a member of staff who knows them well, and their views are recorded.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The Tutor, subject teacher, Head of Year will work with the SENDCo 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 or behaviour
- Other teachers' assessments
- 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

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

Selwood offers an enhanced transition to pupils who have SEND who will be joining us. This is determined by the needs of each pupil. We can offer additional visits, time to meet their tutor and other key adults, familiarity of the rooms and key places they will be working in. We are very flexible with this and will do what suits your child.

Pupils in Year 8 with an EHCP have a Phase Transfer Review in November to discuss future placements and review their EHCPs.

Enhanced transition starts in Term 4 with SEN representatives coming into Selwood to meet their future pupils. The pupils will go to the future schools a minimum of 2 times before their actual transition day to familiarise themselves with key places they will use when they transition.

SEND pupils are encouraged at Selwood to become independent lifelong learners.

5.6 Our approach to teaching pupils with SEND

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

Quality First teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Where a pupils' needs are not being met through quality first teaching, small group and 1:1 additional support and interventions will be used.

5.7 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants are allocated to work in class supporting an individual or a group of pupils.

They are also trained to deliver interventions such as Read Write Inc Phonics, Sound Discovery, Individualised Literacy Intervention (ILI), Talkabout, Physiotherapy exercises, ELSA, THRIVE, Talk Boost, etc.

Flexible grouping is used to maximise support time.

TA time is allocated to pupils and groups according to the following criteria:

- the level of support specified in the EHCP.
- the level of support required to allow pupils at SEND Support to make progress without compromising the progress of other pupils

5.9 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires to ascertain pupil voice
- Monitoring and quality assurance by the SENDCo and SEND trustee
- Holding annual reviews for pupils with EHC plans
- Holding SEND Support review meetings
- Whole school surveys

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

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

Selwood is an inclusive school, and we will fully risk assess any activity which is being undertaken by the non-SEND peers. Reasonable adaptations will be made where this is possible to enable pupils with SEND to participate fully. For example: year 5 caving adaptations include the use of an all-terrain wheel chair.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Selwood is a THRIVE school.
- Pupils are able to get support from the highly skilled ELSA to support them with their emotional literacy
- Pupils with SEND are encouraged to take a full role in the school community.
- Pupils with SEN are included in intervention groups in OASIS (our Nurture Centre) to promote teamwork/building friendships and raising self-esteem.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

If, despite specific interventions put in place by the Academy, there continues to be concern about lack of progress, the SENDCo, following discussion with the parents and relevant staff, may involve the LA services by:

- contacting the service and requesting general advice on strategies completing Early Help assessment (EHA) naming a particular service.
- raising the pupil's name at the twice yearly consultation meeting to request further assessment and advice on strategies and teaching materials
- requesting whole school or departmental INSET

Health Service professionals will usually require a referral from the child's GP.

The SENDCo completes an EHA where a pupil may require input from services such as:

- Learning Support Team
- Educational Psychologist
- Traveller Support Service
- Support Service for Pupils with Physical Disabilities
- Support Service for Hearing Impaired pupils
- Support Service for Visually Impaired pupils
- Speech and Language Therapist
- Occupational Therapist
- Child and Adolescent Mental Health Service
- Autism and Communication Service

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. Complaints should be made in writing.

Normally, complaints will be acknowledged within two working days and a full response made within ten working days.

The Headteacher, appropriate Pastoral Team Leader and Form Tutor will be informed of the outcome by the SENDCo.

If the complaint is not dealt with satisfactorily you 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 pupils. 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

5.14 Contact details of support services for parents of pupils with SEND

The service available for support to parents of pupils with SEND is SENDIAS (Special Educational Needs and Disability (SEND) Information, advice and Support) 01823 355 578

5.15 The local authority local offer

Selwood's SEND Information Report details the support and the provision that we are able to offer pupils with SEND. This is available on the school website.

Our local authority's local offer is published here: www.choices.somerset.gov.uk/025

6. Monitoring arrangements

This policy and the SEND information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trustees.

7. Links with other policies and documents

This policy links to the following documents

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