Special Educational Needs Policy

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Next review due February 2027

PPAT Education
Special Educational Needs Policy

Rationale

At PPAT Education, we are committed to offering an inclusive, broad and balanced curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children deserve access to resources and opportunities to develop their full potential. This policy sets out how the Special Educational Needs and Disabilities (SEND) of ALL pupils will be met.

Definition of Special Educational Needs:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability or health condition which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.
- has educational provision that is additional to or different from that made generally available for other children of the same age by mainstream settings.

Many children 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'.* (Special Education Needs Code of Practice January 2014, updated April 2020)

Legislation and guidance

This policy references the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 as well as 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 sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Supporting Children at School with Medical Conditions 2014, which sets out schools' statutory responsibilities for the support that pupils with medical conditions should receive at school.

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs are recognised and that the provision made will enable these pupils to make good progress and to have access to all aspects of school life.

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- to help create an environment, curriculum and ethos which caters for those needs in line with the Special educational needs and disability code of practice (2014).
- to enable support for pupils with medical conditions to ensure full inclusion in all school activities via consultation with health and social care professionals.
- to monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of SEND pupils by their teachers will help to ensure that they are able to reach their full potential.
- to provide appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met, and all pupils' needs are catered for.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to promote effective partnership and communication with parents, pupils and outside agencies ensuring that
    - learners express their views and are fully involved in decisions which affect their education.
    - parents are informed of their child's special needs, working ~~with them~~ in partnership to gain a better understanding of their child, and involving them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress.
    - there is co-operation and productive partnerships with the Local Authority and other outside agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners.
    - the environment created meets the special educational needs of each child to ensure that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

2. Responsible Persons

2.1 The person responsible for the management of SEND provision is the Headteacher and the person responsible for co-ordinating the day-to-day provision is the SENDCo.

Trust School	**Headteacher**	**SENDCo**
Manor Court Community Primary School	Dan Glentworth	Alan Clode

2.2 A member of the Board of Directors and of the Local Governing Bodies take a special interest in SEND, although the Board of Directors as a whole is responsible for making provision for pupils with special educational needs.

Trust School	**SEND Governance Link**
Manor Court Community Primary School	Clare Cooper

2.3 The Local Governing Body will ensure, on behalf of the Board of Directors, this policy is implemented fairly and consistently across the school.

The Board of Directors and the Local Governing Bodies, having regard to the new Code of Practice and Children and Families Act 2014 and its updates, will:

- Ensure appropriate provision is made for any child with SEND (Special Educational Needs and/or Disabilities).
- Ensure all children including those with SEND have access to a broad, balanced and appropriately adapted curriculum.
- Appoint a representative of the Board and the Local Governing Body to oversee SEND provision.
- Ensure discussions are taking place with parents regarding SEND matters at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEND Policy.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for educational needs
- Ensuring the school is fulfilling its statutory duties with regard to the SEND code of practice.
- Ensuring the school holds ambitious expectations for all pupils with SEND.
- Establishing and sustaining culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensuring the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Keeping the Local Governing Body informed of all developments about

SEND.

The SENDCo has a role which involves:

- The day-to-day responsibility for the operation of SEND policy
- Overseeing provision for children with SEND (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with and advising teachers whenever necessary.
- Interpreting legal requirements for staff, parents, and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and/or delivering in-service training to meet the needs of staff.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Individual Learning Plan (and review) process for all SEN pupils.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

3. Admission and Inclusion

3.1 All the teachers in the Trust are teachers of children with Special Educational Needs. The staff of the Trust are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

3.2 The Trust and its schools operate an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with education, health, and care plans (EHCPs) and those with SEND Support.

3.3 The Local Governing Bodies have agreed admissions criteria which do not discriminate against pupils with special education needs or disabilities, and their admissions policies have due regard for the SEND Code of Practice and guidance which accompanies the SEN and Disability Regulations 2014, and the Children and Families Act 2014.

3.4 Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility plan is available on the website or on request in hard copy.

4. Provision and Access to the Curriculum

4.1 The full curriculum will be made available for all pupils. Where pupils have special educational need, a Graduated Response will be adopted following Somerset's Framework. Please click on the link: Somerset's Graduated Response Tool

4.2 Schools will make provision for pupils with special educational needs to match the nature of their individual needs and the class teachers and SENDCos will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group, or whole class contexts.

4.4 The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible approaches will reflect this approach.

4.5 The schools offer an adapted curriculum. When a pupil fails to make progress and shows signs of difficulty in some areas, the schools will place the pupil on the SEND register at "SEND Support" level and provide support that is additional to and different from the adapted curriculum, provided through an Individual Learning Plan (ILP) – Individual Education Plan (IEP) - or Pupil Passport in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Time to practise specific tasks for short periods on a regular basis.
- Withdrawal for individual/small group work (outside of core learning input)
- Behaviour support programmes
- Use of specialist equipment / resources
- Alternative teaching strategies including the use of ICT.

4.6 Individual Learning Plans (ILPs) Individual Education Plans (IEPs) or Pupil Passports may be written by the SENDCo or class teacher, but should always be in consultation with pupils, parents, carers, and teachers. It may also involve consultation and advice from external agencies.

The ILP/IEP/Pupil Passport will set targets for the pupil and will detail:

- the views of the pupil
- the short-term targets set in discussion with the pupil.
- the teaching strategies to be used.
- the provision to be put in place
- end of year goals
- parent/carers' views

4.7 The ILP/IEP/Pupil Passport will be reviewed every term, and the outcomes will be recorded. Pupils should participate in the review process where possible. It is good practice for the parents/carers to be invited to participate in the target-setting and review process.

4.8 If a pupil does not make progress despite the school providing significant support and intervention, he/she will be discussed at a Pupil Focus Meeting and advice sought from the appropriate support services referred to in Section 8. This will always be with the consent of parents/carers. The ILP will be amended accordingly, and it may be necessary for an application to be made for an EHC Plan and High Needs funding.

4.9 The child may be assessed, bearing in mind the Local Authority criteria, with a view to initiating a statutory assessment of special educational needs under the 2011 Education Act, known as an Education and Health Care Plan.

5. Identification

The Trust is aware that there may be pupils at its schools for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Schools will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

5.1 The Trust adopts a graduated response to meeting special educational needs in line with the Code of Practice 2002, 2014, 2015 and updated in 2020, also Somerset's Graduated Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENDCo to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand, and can do, as well as to identify any learning difficulties.

5.2 SEND Support - Where it is determined that a pupil does have SEND, parents will be formally advised of this, and with parental consent, will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The SEN Register

Schools will add children to the SEN Register according to the following principles:

- Where a child's needs present a significant barrier to their learning, which impacts on their attainment or progress
- Where a child's SEMH needs are impacting on their access to Universal provision within a classroom setting - thus impacting on their attainment or progress
- Where a child's disability or medical needs require provision and / or adaptions that are additional to and different from that of others.
- Where a child needs provision that is significantly different from and additional to the provision that is ordinarily available universally, due to any of the afore mentioned principles.

The SEN Register will be reviewed regularly in consultation within wider school monitoring, to ensure that it is an accurate reflection of the child's current needs and provision.

5.3 The support provided within SEN Support consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome, and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any

necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health, and Care Plan
If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: Somerset's SEND Local Offer **and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)**

5.4 Evaluating the success of provision. The progress of children with special educational needs and/or disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. The progress of children at SEND Support or with a Statement of Special Educational Needs (EHC Plan) will be reviewed annually.

To make consistent continuous progress in relation to SEND provision the schools encourage feedback from staff, parents, and pupils throughout the year. This is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENDCo in liaison with teaching staff. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated regularly

by the SENDCo, and information is fed back to the staff, parents, and governors. This helps to identify whether provision is effective.

5.5 Detailed records will be kept of the pupils receiving extra teaching support. These may include:

- Foundation Stage Profile / Developmental Journal
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- Helen Arkell Spelling Test (HAST)
- Salford Sentence Reading Test
- Phonic checklists
- High Frequency word checklists (reading and spelling)
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour/ABCC charts
- ELSA social skills assessments and Talkabout social and communication skills assessments
- Learn to Move co-ordination skills assessments.
- Observations made by teacher / teaching assistant / other members of staff.
- Pupil Voice
- THRIVE assessments (not used in all Trust schools)

5.6 All discussions between the school staff and other agencies about pupils with SEND will only take place with parental consent.

6. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.
The Trust will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The Trust will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of its schools alongside children who do not have SEND.
- Designate a teacher to be the SENDCo.
- Provide information for parents on how it supports children with SEND.

- Prepare a report on the:
  - Implementation of SEND policy and procedures.
  - Arrangements for the admission of children with SEND.
  - Steps being taken to prevent children with SEND from being treated less favourably than others.
  - Facilities provided to enable access to the school for children with SEND.
  - Accessibility plan showing how it plans to improve access over time.
- Inform parents when a school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

7. Partnership with Parents

7.1. Trust schools will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

7.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS).

7.3 As mentioned in 'Section 4' above, parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

8. External Support Services

8.1 External support services play an important part in helping schools identify, assess, and make provision for pupils with special education needs and/or abilities.

8.2 Parents will always be informed before an external agency becomes involved with their child.

8.3 Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies for pupils with SEND Support or Higher Needs funding and pupils with EHC Plans:

- Somerset Virtual School
- Educational Psychology Services
- Children's Social Care
- Education Engagement Service
- Children and Young People's Therapy Service (CYPTS) - Speech & Language Therapy, Occupational Health
- CAMHS (Child and Adolescent Mental Health Services)
- Physiotherapy
- Advisory Team for Hearing Impaired
- Advisory Team for Visually Impaired
- Physical Impairment and Medical Support Team
- Access and Assistive Technology Team (previously PIMS and SENATAS)
- School Nurse
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)
- Family Intervention Service (FIS)
- Fiveways Outreach support, Fairmead Outreach support, The Mendip School Outreach support, and The Bungalow (South Somerset Partnership School) and Tor outreach support.

8.4 The school has links to other schools and liaison is maintained particularly about Transition issues.

9. Arrangements for the Treatment of Complaints

9.1 The schools' complaint procedures are set out in the Trust's complaints policy. A child's class teacher will work closely with parents at all stages in their education and should be the first port of call-in case of any difficulty. Concerns or enquires about a pupil with special education needs and/or disabilities or SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion. If these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy available on the school website. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

10. Staff Development

10.1. In-service training needs related to special educational needs will be identified by the SENDCos or Headteachers in consultation with the staff and consider school priorities as well as personal professional development.

The SENDCos attend relevant SEND courses and facilitate/signpost to relevant SEND focused external training opportunities for all staff.