

Special Educational Needs and Policy (CST)

Last Updated Saturday 12th November 2016

This policy applies to Benjamin Adlard Primary School, Mount Street Academy and Lincoln Carlton Academy.

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1. Introduction

1.1. This policy sets out the procedures for ensuring that pupils identified as having special educational needs (SEND) have their needs addressed through supported access to a broad, balanced and relevant curriculum. In meeting these responsibilities the school will have due regard to the SEND Code of Practice (2014).

2. Statement of Intent

2.1. At our partnership of schools we understand that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have SEND at some time in their school career. Many of these pupils may require help throughout their time in education, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

2.2. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the school curriculum. To achieve this we will work with and follow advice provided by external and specialist agencies such as educational psychologists, speech and language therapists, members of the specialist teaching team, the sensory education and support service, the teaching and learning centre and physiotherapists.

2.3. Training: We will ensure that all staff receive training that is relevant to their role and specifically staff delivering specialist and targeted support to those with specific learning difficulties or disabilities.

2.4. Consultation: We will consult with pupils and families about progress and support making sure that everyone has access to the relevant information concerning the child's specific difficulties. We also aim to work closely with families to make the school information about SEND accessible and to work towards greater transparency in support available through working with the local offer.

2.5. In particular, we will:

2.5.1. ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;

2.5.2. work collaboratively with pupils, parents/carers and professional and support services;

2.5.3. enable every pupil to experience success;

2.5.4. promote individual confidence and a positive attitude;

2.5.5. give pupils with SEND equal opportunities to take part in all aspects of the school's provision, including making reasonable adjustments where appropriate;

2.5.6. ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them;

2.5.7. identify, assess, record and regularly review pupils' progress and needs through a cycle of assess, plan, do, review;

2.5.8. involve parents/carers and young people in planning and supporting at all stages of pupil's development and in reviewing the school information that is available.

2.5.9. act in accordance with the academy funding agreement.

3. Status and Scope

3.1. Application: This policy applies to all pupils, parents/carers and staff at Mount Street Academy, Benjamin Adlard Primary School and Lincoln Carlton Academy. Copies of the policy are available on request, in the Academy's prospectus and the policy is published on the Academy's website.

3.2. Policy status: This policy has been approved by the Executive Headteacher / Headteacher and the Lincolnshire Strategic Board. It takes into account the Special educational needs and disability code of practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), July 2014 (Code). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEN) decisions will be informed by the Code.

3.3. The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

3.4. Accessibility: This policy can be made available in large print or other accessible format if required.

4. Definitions

4.1. Special Educational Needs: Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

4.2. Learning difficulty: Children have a learning difficulty if they:

4.2.1. have a significantly greater difficulty in learning than the majority of others of the same age; or

4.2.2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions (if your child has a disability, please ask to see our Disability Equality Scheme);

4.2.3. are under five and fall within the definition at 3.2.1 or 3.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

4.3. Special Educational Provision means:

4.3.1. for children of two years or over, or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

4.4. SEN Coordinator (SENCo): This is a member of the senior leadership team at the Academy who has responsibility for co-ordinating SEN provision in the Academy. At Mount Street Academy and Lincoln Carlton Academy the **SENCo is Mrs Ruth Clark**. At Benjamin Adlard Primary School the **SENCo is Mrs Debbie Glover**.

4.5. The responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the Academy's SEN policy
- co-ordinating the provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the executive headteacher/headteacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps the records of all pupils with SEN up to date.

4.6. A "mainstream" school / academy is a school / academy that provides education mainly for children who do not have SEN. The Academy is "mainstream", as opposed to a special school, which would provide education solely for children with SEN.

5. Identification, screening and assessment

5.1. Screening tests for learning difficulties/SEND are carried out when required. Such screenings/assessments will not be regarded as a single event, but as a continued process. If an outcome of a test or any other circumstances gives us reason to believe that a pupil may have a learning difficulty/SEND then we will consult with parents/carers as necessary and make recommendations. It may be necessary for the pupil to be formally assessed by a Local Authority educational psychologist, a member of the Specialist Teaching Team or a speech and language therapist.

6. Provision

6.1. Pupils known to have SEND: If a pupil is known to have SEND when they arrive at the school, the Executive Headteacher / Headteacher / Head of School and SENCO should:

6.1.2. Use information from the pupil's current and/or previous school/setting if appropriate to provide starting points for the development of an appropriate curriculum for the pupil;

6.1.3. Identify and focus on the pupil's skills and highlight areas for early action to support the pupil in class;

6.1.4. Ensure that ongoing observation and assessment about the pupil's achievements and experience is regularly fed back to all relevant teachers and the pupil's parents/carers and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning;

6.1.5. Ensure that appropriate informal opportunities for the pupil show what they know, understand and can do are maximised through the pupil support programme;

6.1.6. Involve the pupil in planning and agreeing targets to meet their needs; and

6.1.7. Involve parents/carers in developing and implementing a joint learning approach at home and in school.

6.2. Graduated approach: The 2014 Code recommends a four part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

6.3. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Stage of provision	Action involved	Who is involved
Assess	In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.	Class teacher SENCo (Mrs Clark/Mrs Glover)
Plan	The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Targets and strategies will be put in place and a clear date for review agreed.	Pupil Parents/carers Class teacher SENCo
Do	The class teacher will remain responsible for working with the child. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Class teacher SENCo
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.	Pupil Parents/carers Class teacher SENCo

	The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.	
Involving specialists	<p>Where a pupil continues to make less than expected progress, despite evidence based support and interventions the academy will consider involving specialists after discussing the matter with the pupil's parents.</p> <p>If no progress is being made a request for an Education, Health and Care Needs assessment can made to the Local Authority by the Executive headteacher / Headteacher / Head of School / parents / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals.</p> <p>EHC assessments will apply to very few pupils.</p>	<p>Parents/carers</p> <p>Class teacher</p> <p>SENCo</p> <p>External support agencies.</p>
Education, Health and Care (EHC) Plans	<p>LA issues EHC plans based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs. (Pupil profiles)</p> <p>Annual Review of the EHC plan.</p>	<p>Pupil</p> <p>Parents/Carers</p> <p>Class teacher</p> <p>SENCo</p> <p>External support agencies</p>

7. The Individual Education Plan

7.1. If the parents/carers and the school decide that a pupil should receive additional support, the school will work with the parents/carers and other agencies if appropriate in order to employ strategies to assist progress. The strategies employed to enable a pupil to progress will be recorded within an Individual Education Plan (IEP). ***At our partnership of schools we will refer to the IEP as the pupil profile.*** The pupil profile will only record information which is additional to or different from the differentiated curriculum plan that is in place as part of the provision for all pupils. The pupil profile will include:

- strengths and interests of the child;

- aspirations/hopes of the child;
- areas of difficulty;
- strategies to be used to support areas of difficulty;
- the short-term targets set for, by or with the pupil;
- attainment and progress;
- when the plan is to be reviewed;
- success and/or exit criteria;
- outcomes — these will be recorded when the profile is reviewed and will include the views of the pupil, parents/carers, class teacher and any other adult working with the child as well as any advice from external support agencies.

7.2. The pupil profile will be reviewed three times a year.

8. Education Health and Care Assessments and Education Health Care Plans

8.1. Education Health and Care Assessments (Assessment): The Academy (as well as the parents/carers) can ask the LA to arrange an Assessment of the pupil. The Academy will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

8.2. Provision under the Education Health Care Plan (EHC Plan): Where a prospective pupil has an EHC Plan, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHC Plan can be delivered by the Academy. We will co-operate with the LA to ensure that annual reviews of EHC Plans are carried out as required.

9. Welfare and Examinations

9.1. Welfare needs: The Academy recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

9.2. Concerns and complaints: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure.

9.3 Examinations: Children who have been diagnosed as having a learning difficulty / SEND may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's class teacher/SENCo in good time with respect to this.

10. Record Keeping

10.1. SEN Records: The SENCo has responsibility for ensuring that records are properly kept and available as needed.

11. Monitoring, Evaluation and Review

11.1. Annual review: The Lincolnshire Strategic Board will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEND. They may wish to consult support services used by the Academy, other schools and parents. The Lincolnshire Strategic Board will advise the Academy as to whether any amendments to the policy are required.

11.2. SEND information report: The Lincolnshire Strategic Board will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the Academy's website about the implementation of this policy. The information will be updated at least annually.

11.3. Evaluation: The leadership team and in particular the SENCo will be responsible for tracking the progress of pupils with SEND and will report to governors. The designated SEND governor will meet at least three times per year with the SENCo to evaluate the provision and progress of pupils with SEND. This may include learning walks and work scrutiny carried out by the SENCo and SEND governor.

12. Appendix 1 - Roles and Responsibilities

Provision for children with special educational needs and disabilities is a matter for the school as a whole. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Lincolnshire Strategic Board will ensure that:

- SEND provision is an integral part of the school improvement/development plan;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored;
- they, and the school community as a whole, are involved in the development and monitoring of this Policy.

The Executive Headteacher / Headteacher / Head of school has responsibility for:

- the day to day management of all aspects of the school's work, including provision for children with SEND;
- in consultation with the Lincolnshire Strategic Board, appointing an appropriate senior teacher to be the SENCO;
- ensuring the SENCO and other members of staff are appropriately trained;

- keeping the Lincolnshire Strategic Board fully informed; and
- working closely with the SENCO.

The key responsibilities of the SENCO will include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating the educational and support provision for pupils with special educational needs;
- liaising with and advising fellow teachers;
- managing the team of learning support assistants;
- preparing and monitoring pupil profiles for pupils with SEND in conjunction with the class teachers;
- overseeing the maintenance of performance records for all pupils with special educational needs; tracking the progress of children with SEND;
- liaising with parents/carers of pupils with special educational needs and arranging reviews;
- contributing to the in-service training of staff;
- liaising with feeder and/or receiving schools;
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- keeping aware of the latest legislation, guidance and best practice regarding SEND
- keeping records of and monitoring and evaluating the school's provision of support to children with SEND.

Class teachers are responsible for:

- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- seeking advice from the SENCO on assessment and strategies to support inclusion as necessary;
- providing for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum;
- giving feedback to parents/carers of pupils with SEND.

Appendix 2 gives more information and support for teachers.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Parents/Carers

This school believes that all parents/carers of children with SEND should be treated as equal partners. The school has positive attitudes to parents/carers, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.
- In accordance with the school's 'Open Door' policy, parents/carers are encouraged to contact the SENCO as needed either by telephone or appointment.
- Parents/Carers are involved in supporting the target setting process for Pupil profiles and their views are sought for reviews. We encourage active participation of parents/carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents/carers make and the critical role they play in their child's education.
- All parents/carers of children with SEND will have access to the academy's information about Special Educational Needs on the website, this information can also be made available in hard copy on request. Parents/carers will be signposted to the Local Authority Local offer for further information.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Pupil profiles. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Pupil set targets

13. Appendix 2 - Staff Guidance

For Staff:

I think a child in my class might have special educational needs, what should I do?

- Speak to the SENCO about the concerns.
- The SENCO may then wish to observe the child, interview them or investigate red forms

or look at work.

- If the SENCO agrees that the child should be referred to the SEND register the SENCo will send a referral form to be completed by the class teacher and shared with parents/carers (SENCo can support with this)
- If support is needed from outside agencies the SENCO will coordinate this.
- Class teacher to complete a pupil profile including setting specific targets that relate to the child's main areas of need. (SENCO can support with this)
- Pupil profiles will be reviewed as part of the normal review cycle (three times per year) and parents/carers will be consulted as part of the assess, plan, do review cycle.

I think a child in my class no longer needs to be on the SEND register, what should I do?

- Speak to the SENCO prior to an SEND review, or as soon as possible.
- The SENCO may wish to observe or speak to the child and investigate further.
- If the SENCO agrees that it is appropriate to remove the child from the register parents/carers must be informed either through the review process or in a separate meeting. This may or may not involve the SENCO.
- Parents/carers must sign the gold sheet if they are in agreement.

How to prepare for an SEND review:

- Check the child's progress against the last targets and make notes to take to the review meeting. This may also include ideas for the child's next steps.
- The SENCO will coordinate the review meetings across school. When meeting with parents/carers you must remember to sign the gold form and ask parents/carers to sign as a record of meetings that have taken place.
- The review will be led by the class teacher unless there are external agencies involved or there are concerns about progress and a referral to an external agency may be appropriate. In this case the SENCo will lead the meeting, however the class teacher must come prepared to talk about the child, current provision and progress against their last targets.

How to prepare for an annual review:

- The SENCO or a key person will coordinate and chair the meeting.
- About 4-6 weeks prior to the review the SENCO will send a letter of invitation and feedback sheets.
- Class teachers must make sure that they are familiar with the contents of the statement/EHC plan and particularly with the objectives and the provision.
- Class teachers might like to make notes about progress towards the statement objectives and must be prepared to talk about the provision that is in place. Remember that the provision that is outlined in the statement/EHC plan must be delivered as it is a legal document and you will need to evidence progress towards the objectives.
- Class teachers will be asked to ensure that the views of the child are collected (the SENCo will send a sheet to be completed with the child)
- The SENCO will ensure that all viewpoints are considered during the review (including

any views of the pupil) and all present will be asked to say whether the level of support is still appropriate.

Governing Body Review Date: Thursday 17th November 2016

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