



Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

- 1.1** This policy based on the *Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014)* and is reviewed annually and updated in line with any changes in statutory requirements.
- 1.2** The Pegasus Academy Trust (PAT) is committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- 1.3** The Early Years Foundation Stage Curriculum and The National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have SEND and require particular action by the school.
- 1.4** Teachers take account of children's individual needs and make provision, where necessary, to support individuals or groups of children and thus enable them to learn effectively through curriculum and assessment activities. Some children may need additional help or different help from that given to other children of the same age.
- 1.5** In school we endeavour to support children in overcoming their barriers to learning and participation. However some children may require intervention from outside agencies and organisations. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulties experienced by the child.
- 1.6** *The Disability Discrimination Act (1995) (DDA)*, which has now been superseded by *The Equality Act (2010)*, identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEND, but may still have rights under the Disability Discrimination Act and The Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.7** This policy operates, and should be read, in conjunction with the SEND – School Information Report, Croydon's Specialist Education Provision report and the following policies: Safeguarding, Child Protection, Behaviour, DDA, English as an Additional Language (EAL), Early Years Foundation Stage (EYFS), Teaching and Learning.

2. Aims

- 2.1** The aims of this policy are:
- a) to create an environment that meets the special educational needs and disabilities of each child;
 - b) to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
 - c) to work effectively in partnership with the parent/ carer in identifying and meeting the child's needs;
 - d) to work effectively in partnership with outside agencies and professionals where appropriate;
 - e) to identify the roles and responsibilities of staff in providing for children's SEND;
 - f) to ensure equality of opportunity/ entitlement and access to all elements of the school curriculum;
 - g) to ensure that our children have a voice in this process;

- h) to ensure that The Disability Discrimination Act (1995), The Equality Act (2010) and the Special Educational Needs And Disability Code Of Practice: 0 to 25 Years (2014) and other statutory guidance are implemented effectively across the Trust.

3. Educational inclusion

3.1 Across our Academy Trust we aim to offer excellent provision to all of our children, taking into account their individual abilities and needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school communities. Through appropriate curriculum provision, we respect the fact that children:

- a) have different educational and behavioural needs and aspirations;
- b) require different strategies for learning;
- c) acquire, assimilate and communicate information at different rates;
- d) need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- a) providing support for children who need help with communication, language and literacy;
- b) planning to develop children's understanding through the use of all their senses and of varied experiences;
- c) planning and appropriately differentiating for children's full participation in learning, in physical and practical activities and in social aspects of school life;
- d) helping children to manage their behaviour and to take part in learning effectively and safely;
- e) helping individuals to understand, recognise and manage their emotions and to take part in learning.

4. Special Educational Needs and Disabilities

4.1 A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if he / she:

- a) has significantly greater difficulty in learning than the majority of others of the same age. or
- b) has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

4.2 'Special educational provision' means:

- a) for children aged two or over, their educational or training provision is additional to or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- b) a child under compulsory school age has special educational needs and disabilities if he or she is likely to fall within the definition in 4.1 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

4.3 Many of the children who join us have already been in early education. In some cases children join us with their needs already identified and assessed. All children are assessed when they enter our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.

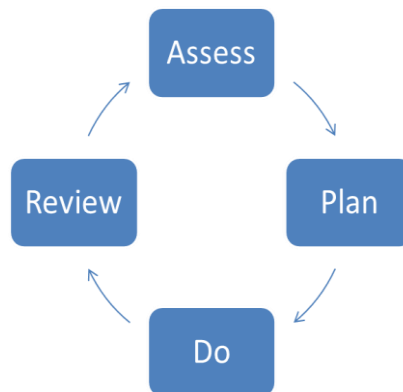
4.4 Early identification of a child's SEND is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an on-going process.

5. School Identified

5.1 When a class teacher has concerns about a child's learning, progress or development they complete a School Identified form in conjunction with the child's parent/ carer. The trigger for School Identification is underpinned by evidence that a child:

- a) makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- b) shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- c) presents persistent emotional, social, communication, interaction difficulties which are not ameliorated by the behaviour management techniques usually employed in school;
- d) has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.

This outlines the areas of concern and the teacher should follow the 'Assess, Plan, Do, Review' cycle for six weeks. Progress since the initial meeting is then reviewed and appropriate action is then taken to address the child's barriers to learning and participation. This may result in a second six week cycle or a referral to an outside agency.



5.2 The child's class teacher may offer interventions and support which are different from or additional to those provided as part of the school's usual working practices within a second six week cycle.

6. Pupil Passport

6.1 When a child has been referred for an assessment by an external support agency, including those from the Local Authority, the assessment will usually occur in school if this is practicable, so they can:

- a) advise teachers on specific targets and accompanying strategies to support the child's area of difficulty;
- b) provide more specialist assessments to identify the child's specific needs;
- c) inform planning to support the child and measure their progress;
- d) give advice of the use of new or specialist strategies or materials;
- e) provide support for particular activities;
- f) advise if the child's needs can be met through Quality First Teaching.

6.2 If the child is considered to need ongoing external support the child's name will be put onto the school's SEND Register and the relevant service will provide information which will be used to develop

the child's new Pupil Passport (PP). The strategies in the PP will, wherever possible, be implemented within the child's normal classroom setting. We will record, in the PP, the strategies used to support the child. The PP will detail short-term SMART targets set for the child, and the teaching strategies to be used. A child's PP will be shared with them and with their parents/ carers and will be signed by all parties. It will also indicate the planned outcomes and the date for the PP to be reviewed. In most cases, this review will take place on a termly basis and will again involve the parent/ carer and child. The delivery of the interventions recorded in the PP will continue to be the responsibility of the class teacher, under the guidance of the Inclusion Manager. When the child no longer requires the ongoing support of external agencies, their name will be removed from the SEND Register.

6.3 Where children attend specialist centres outside of school, such as a Pupil Referral Unit, both the class teacher and the Inclusion Manager maintain contact, attending any reviews held.

7. Education Health and Care (EHC) Needs Assessment

7.1 Where a child does not make sufficient progress or continues to demonstrate significant cause for concern despite the school making purposeful and relevant intervention, a request for an EHC Needs Assessment will be made to the Local Authority. An extensive range of written evidence and relevant documentation about the child will support the request. This evidence may include:

- a) outcomes and information from external support agencies, such as Educational Psychology, Speech and Language Therapy, Social Services etc.;
- b) current and past Pupil Passports;
- c) PP review meeting notes;
- d) evidence of resources or special arrangements which have been put in place;
- e) other relevant meeting notes;
- f) health information/ medical history;
- g) the child's current and past attainment levels;
- h) evidence of the level of support and provision already provided by the school (this must exceed the current specified monetary value).

7.2 In preparing an EHC Needs Assessment request to the Local Authority, the school will consult the parents/carers, the child and relevant outside agencies and will ensure their views are accurately represented in the submitted documentation.

7.3 If the Local Authority decides that an Education Health and Care Plan (EHCP) is appropriate, it will be issued within 20 weeks and must be then be reviewed annually and at school transfer times, such as transition to secondary school. If the Local Authority decides not to issue an EHCP parents have a right to appeal the decision and should discuss this with the School's Inclusion Manager.

8. The role of the Inclusion Manager (SEND specific)

8.1 Karen Hammond (Ecclesbourne Primary), **Stephanie Larkman, John Bonnici and Kate Wigston** (Whitehorse Manor Infants and Juniors) and **Kate Wigston** (Beulah Infants) are the Inclusion Managers within the Pegasus Academy Trust. They are responsible for:

- a) overseeing the day-to-day operation of the Trust's SEND policy
- b) coordinating provision for children with SEND
- c) liaising with the relevant designated teacher where a looked after pupil has SEND
- d) advising on the graduated approach to providing SEND support
- e) advising on the deployment of the Trust's delegated budget and other resources to meet pupils' needs effectively
- f) liaising with parents of pupils with SEND
- g) liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- h) being a key point of contact with external agencies, especially the local authority and its support services

- i) liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- j) working with the Heads of School and Directors of the Pegasus Academy Trust to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- k) ensuring that the school keeps the records of all pupils with SEND up to date
- l) strategic development of SEND policy/ provision (with the Senior Leadership Team and Academy Council);
- m) liaising with and advising colleagues – both teachers and TAs;
- n) ensuring that the appropriate staff are given relevant copies of information;
- o) managing a range of resources, both human and material, to enable appropriate provision to be made for the children with special educational needs and disabilities;
- p) contributing to continuing professional development of all staff (CPD);
- q) liaising with outside agencies;
- r) overseeing the records of all children with special educational needs and disabilities and ensuring that Pupil Passports are in place for all children on the SEND register;
- s) developing Behaviour Support Plans;
- t) completing and circulating risk assessments for named children;
- u) maintaining the school's SEND register and systems;
- v) monitoring and evaluating the school's SEND provision and reporting to the Academy Council.

9. Provision

- 9.1** A range of provision and intervention is available to all children in our schools. The pupils involved may or may not have SEND. All children receiving additional support/ extension, whether they are on the SEND register or not are identified on the school's 'Intervention Overview'.
- 9.2** 'Looked After Children' have a Personal Education Plan (PEP), which is drawn up between the school and the child's primary carers (i.e. Local Authority).
- 9.3** All staff members who come into contact with a child with SEND are informed about the child's needs if it is relevant or necessary for them to have such information. This enables staff to support the child appropriately in their role.

10. The role of the Academy Council

- 10.1** The Academy Council for each school has due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) when carrying out its duties toward all pupils with SEND.
- 10.2** The Academy Council does its best to secure the necessary provision for any pupil identified as having SEND. Members of the Academy Councils (MACs) ensure that all teachers are aware of the importance of providing for these children. They consult with other schools when appropriate and report annually to parents on the success of the school's policy for children with SEND. The Academy Council ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- 10.3** The Academy Council has identified a MAC with specific oversight of the school's provision for pupils with SEND. The 'responsible person' in school is the Inclusion Manager who works in partnership with the Executive Headteachers and the Head of School. The Inclusion Manager ensures that all those who teach a pupil with an Education, Health and Care Plan are aware of the nature of the EHCP and the provision which must be in place.
- 10.4** The SEND MAC ensures that all MACs are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

11. Allocation of resources

11.1 The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of SEND. The Head of School informs the local Academy Council how the funding is allocated to support children with SEND. It is Trust policy to ensure that all children are included in all aspects of school life.

12. Access to the curriculum

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

- a) understand the relevance and purpose of learning activities;
- b) experience levels of understanding and rates of progress that bring feelings of success and achievement.

12.2 Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; work is differentiated appropriately, and assessment informs the next stages of learning.

12.3 School Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school for pupils with SEND. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children who require SEND support and those with an Educational Health and Care Plan (EHCP) will have an SSP.

12.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. This may include children working within the whole class, in small groups or in a one-to-one situation.

13. Partnership with parents

13.1 Parents/ carers are essential partners in supporting a child with SEND as they have extremely valuable information to contribute to their child's profile and are crucial people in their child's life. The schools across the Trust work closely with parents in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEND. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

13.2 The school prospectus and website contains details of our policy for SEND, and the arrangements made for these children in our school. The SEND MAC also takes a particular interest in special needs and the strategic implementation of this within the school.

14. Pupil participation

14.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage and Early Years recognises the importance of children developing social as well as educational skills.

14.2 Children are involved at an appropriate level in setting targets in their Pupil Passports and in the termly PP review meetings. Children are encouraged to make judgements about their own performance against their PP targets. We recognise success here as we do in any other aspect of school life.

15. Monitoring and review

- 15.1** The Inclusion Manager monitors the movement of children within the SEND system in school. The Inclusion Manager provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 15.2** The Inclusion Manager is involved in supporting teachers involved in drawing up School Support Plans for children. The Inclusion Manager and the Head of School hold regular meetings to review the work of the school in this area. The Inclusion Manager and the named MAC with responsibility for SEND also hold termly meetings.
- 15.3** The Academy Council reviews this policy annually and considers any amendments in the light of the annual review findings. The Inclusion Manager reports the outcome of the review to the local Academy Council.
- 15.4 Complaints.** Any complaints regarding the SEND policy, practice or provision made for children with SEND should be addressed in the first instance to the class teacher and then to the Inclusion Manager or Head of School. If problems still exist then complaints should be made to the SEND MAC, the Academy Council or the LA as appropriate.

Appendix 1: Definition of Special Educational Needs and Disabilities

Under the Special Educational Needs And Disability Code Of Practice: 0 to 25 Years (2014): *'A child or young person has SEND 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 which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.*

Broad areas of need

1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3 Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

4 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people

with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 – Guidance on differentiation for those with SEND

1. Planning for differentiation can involve:

- a) ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation;
- b) using a multisensory approach to give pupils the opportunity to learn effectively in a way suited to their ability;
- c) helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties;
- d) including work recorded in alternative formats;
- e) employing active learning strategies giving pupils first-hand experience;
- f) matching demands to levels of attainment;
- g) providing a range of activities to ensure participation;
- h) providing similar work for a group but allowing different outcomes;
- i) using a clearly defined step-by-step approach promoting gradual development of concepts and skills;
- j) using jargon free, unambiguous language starting from the child's own language, introducing words as needed;
- k) explaining new words regularly to ensure understanding and use;
- l) allowing sufficient repetition to consolidate skills;
- m) allowing time for reflection;
- n) ensuring that the pace of the lesson takes account of the differences between individuals.

2. Options for Differentiation

Presentation:

- a) simplifying verbal instructions;
- b) demonstration;
- c) writing down and leaving instructions up after saying them;
- d) reading aloud key text/instructions before child reads them;
- e) putting up a glossary of word meanings for difficult vocabulary;
- f) simplifying written workcards and texts;
- g) supplementing information in books with tapes, video, pictures, charts, diagrams.

Approach to learning:

- a) choosing more motivating activities by linking tasks to children's interests;
- b) dividing longer pieces of classroom work into shorter tasks each with own endpoint;
- c) increasing use of active learning approaches brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving;
- d) providing opportunities for repetition and reinforcement same activity presented in different ways, reviewing earlier learning regularly.

Response:

- a) using alternatives to written recording, oral presentation, tape, video, dictation to another person, drama, picture-diagram, flow chart, PC aided recording;
- b) providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order;
- c) cloze procedure;
- d) co-operative writing, groups or pairs.

Appendix 3 – Pegasus Academy Trust statement on Inclusion

1 PAT upholds the following:

- a) Setting suitable learning challenges;
- b) Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints;
- c) Identifying any gaps in pupils' learning and making arrangements to deal with them;
- d) Providing a much greater degree of differentiation in planning work to fit in with the programmes of study;
- e) Where pupils' attainments are significantly low, teachers may have to demonstrate that they have planned sufficiently challenging work within each subject;
- f) Responding to pupils' diverse learning needs;
- g) All teachers in the Academy have high expectations and provide opportunities for all pupils to achieve;
- h) Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning;
- i) Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively;
- j) Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by creating effective learning environments, securing their motivation and concentration;
- k) Providing equality of opportunity through teaching approaches;
- l) Using appropriate assessment approaches;
- m) Setting targets for learning;
- n) Overcoming potential 'Barriers to Learning' and assessment.

2 This section deals specifically with pupils with SEND:

- a) Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child;
- b) Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists;
- c) Teachers should demonstrate that they have taken specific action to provide access to learning by providing for pupils who need help with communication, language and literacy planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- d) Planning for pupils' full participation in learning and in physical and practical activities;
- e) Helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work;
- f) Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.