



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Revised: Summer 2021  
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## DEFINITIONS

The following terms shall have the following meanings for the purposes of this document: -

<b>the School</b>	means Clifton All Saints Academy
<b>DfE</b>	means Department for Education
<b>GDPR</b>	means General Data Protection Regulations
<b>IEP</b>	means Individual Education Plans
<b>KCSIE</b>	means Keeping children safe in Education
<b>LA</b>	means Local Authority
<b>LEA</b>	means Local Education Authority
<b>NHS</b>	means National Health Service
<b>Ofsted</b>	means Office for standards in Education
<b>OT</b>	means Occupational Therapist
<b>SALT</b>	means Speech and Language Therapist
<b>SEN</b>	means Special Educational Needs
<b>SEND</b>	means Special Educational Needs and Disability
<b>SENDCo</b>	means Special Educational Needs and Disability Coordinator

The School provides a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it.

### **The 0-25 SEND Code of Practice 2014 for all professionals working with children and young people who have SEN or disabilities**

The School acknowledges and adheres to the following statements:

- Takes into account the views of children, young people and their families.
- Enables children, young people and their parents to participate in decision-making.
- Collaborates with partners in education, health and social care to provide support.
- Identifies the needs of children and young people.
- Delivers high quality provision to meet the needs of children and young people.
- Focuses on inclusive practices and removing barriers to learning.
- Helps children and young people to prepare for adulthood.

At the School we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. The School uses its best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in **the new Code of Practice September 2014.**

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



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## SPECIAL EDUCATIONAL NEEDS OR DISABILITY

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice September 2014**

The general level of ability within the School is high but the School recognise that some children may feel disadvantaged working alongside some high achieving children. They may be offered additional support, in small 'intervention' groups or 1:1 activities, in order to boost their skills level and confidence. The School also recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details the School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disability and that those needs are known to all who are likely to work with them. The School will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs or a disability.

## ADMISSION ARRANGEMENTS

All children who reach the requirements of the School's admission policy will be catered for and their special educational needs or physical needs will be met to the best of the School's ability.

## THE SCHOOL'S AIMS AND OBJECTIVES:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs or disabilities through reasonable adjustments to enable all children to have full access to all elements of the School curriculum.
- To work in cooperation and productive partnerships with the LEA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners



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## **EQUAL OPPORTUNITIES AND INCLUSION**

Through all subjects the School ensures that it meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that the School meets the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

## **FACILITIES FOR INCLUSION**

The School is fully accessible to children with a physical disability. It seeks to ensure that steps are taken to accommodate any child with special educational needs or disabilities where possible.

## **TEACHING AND LEARNING SUPPORT**

- The School recognise that children have different educational and behavioural needs and aspirations.
- The School understand that children require different strategies for learning.
- The School understand that children acquire, assimilate and communicate information at different rates.
- The School ensure there are opportunities for children to experience a range of different teaching approaches.
- The School provide support for children who need help with communication, language and literacy.
- The School plan to develop children's understanding through the use of all available senses and experiences.
- The School plan for children's full participation in learning, and in physical and practical activities.
- The School help children to manage their own behaviour and to take part in learning effectively and safely.
- The School help individuals to manage their emotions, particularly trauma or stress.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the School's Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, who have an important on-going responsibility to the children identified as having 'special needs'.

The School will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need or disability, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.



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- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a special educational need.

### ROLES AND RESPONSIBILITIES

The Headteacher and the Governing Body determine the School's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class, preparing IEPs and liaising with the SENDCo, who co-ordinates SEND within the School. The SENDCo in turn keeps the Governing Body aware of SEND issues.

#### **The Special Educational Needs and Disabilities Coordinator:**

- Supports and advises teachers and support staff.
- Sets up intervention groups according to the needs of pupil(s).
- Helps set up IEPs, invites parents, staff and children to meet, discuss, prepare and review targets set on IEP.
- Maintains the School's SEN register.
- Helps manage any school-based assessments and complete the documentation required by outside agencies and the LA.
- Acts as the link with external agencies, other support agencies, the School and parents.
- Maintains and updates resources and teaching materials to enable appropriate provision to be made.
- Contributes to the in-service training of staff and informs staff of any appropriate training.
- Makes regular visits to the classroom to monitor progress of the children receiving extra support through intervention;
- Monitors and evaluates the special educational needs provision and reports to the Governing Body.

#### **The Role of the Governing Body**

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

### MONITORING CHILDREN'S PROGRESS

SEND children are expected to make 'expected progress', identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Improves the child's previous rate of progress.
- Ensures access to the full curriculum.



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- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

### **A child will be added to the SEND register if he/she:**

- Has significant barriers to learning or working within the learning environment.
- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in most curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the 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.

### **PARTNERSHIP WITH PARENTS**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or disabilities will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs or disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

- At all stages of the special needs process, the School keeps parents fully informed and involved. The School will take account of the wishes, feelings and knowledge of parents at all stages.
- The School encourages parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. The School inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

### **THE NATURE OF INTERVENTION**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.



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- After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed

### THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress.

These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

#### Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### SCHOOL REQUEST FOR NEEDS ASSESSMENT FOR EDUCATION, HEALTH AND CARE PLANS

A request will be made by the School to the LEA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational need or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous IEPs and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.



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The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational need or disability will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to their middle school, the SENDCo from the 'receiving school' will be informed of the outcome of the review.

### INDIVIDUAL EDUCATION PLANS

Strategies employed to enable the child to progress will be recorded within an IEP which will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place and the person(s) responsible for that provision.
- How the targets will help the child in their learning.
- How the child can be successful reaching their IEP targets.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained. Parents will be invited to review their child's individual targets with the class teacher at review points during the year.

### ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. The children have IEPs which employ a small-steps approach, feature significantly in the provision that we make in the School. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. The School support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, the School ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### ALLOCATION OF RESOURCES AND FUNDING

**The SENDCo** is responsible for the operational management of the specified and agreed resourcing for SEND provision within the School, including the provision for children SEND Support Plans and Education Health and Care plans.

**The Headteacher** informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to statements that might be in place.



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### MONITORING AND EVALUATION

The Headteacher and SENDCo monitor the movement of children within the SEND system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the School. The SENDCo is involved in supporting teachers and in helping to draw up IEPs for each child. The SENDCo and the Headteacher hold regular meetings to review the work of the School in this area. In addition, the SENDCo and the named governor with responsibility for SEND also hold regular meetings.

### SEND AND KCSIE

In light of recent legislation, the assessments we make of our SEND children should consider the wider environmental factors affecting the child's life that may pose a threat to their education, health, safety and/or welfare.

- The child who is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- The child who is at risk of modern slavery, trafficking or exploitation.
- The child who is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child.
- The child who may be at risk of Female Genital Mutilation.

### SEND AND GDPR

The School is the data controller of the personal information provided by parents. In light of recent legislation this means the School decides how any personal data relating to pupils and their families is to be processed. In some cases, the data will be shared with a third-party processor; however, **this will only be done with parent's consent**, unless the law requires the School to share the data. Where the School shares data to a third-party processor, the same data protection standards that the School upholds are imposed on the processor.

A third party processor might be one or more of the following:

- Other School staff
- Ofsted
- Pupils' destinations upon leaving the School
- The LA including their commissioned providers of LA services
- The NHS
- School Nurse, School Doctor, Physio, OT, SALT, Immunisation Team,
- Orthodontics, Dental screening,
- Wheelchair services,
- The DfE,
- Professional advisors, such as the Police, lawyers, Social Care,
- Therapists employed by the School, Assessment Providers