



SEND Policy

Status & Review Cycle;	Statutory
Responsible group:	The Trust with LGB amendments to context
Implementation date:	September 2023
Next Review Date:	September 2024

Small steps to big dreams

Mark 4: 30-32

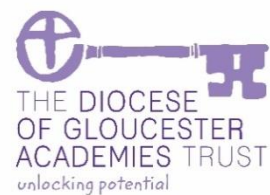
Vision

We aim to provide educational excellence inspired by the world around us. To grow curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.

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Special Educational Needs and Disabilities Policy



Policy Statement

1. The vision, aims, principles and relationships of the Trust, and its associated academies, is central to the Trust's Christian foundation. The vision of The Trust is to enable all to flourish. The Trust's core principles include cherishing everyone as individuals; appreciating and celebrating diversity. Through collaboration, in a nurturing community, all can grow, learn and achieve. Whilst modifications or support may be required for some children, all pupils will be fully included into the life and curriculum of Clearwater Church of England Primary Academy.

Purpose and Scope

2. This policy document sets the commitment and expectations of the Academy with regard to supporting pupils identified as having Special Educational Needs as well as setting out the local offer at Clearwater Church of England Primary Academy for pupils with specific needs.

Definition of Special Educational Needs:

3. SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example where a child has:
 - a significantly greater difficulty in learning than the majority of children of the same age;
 - a disability which prevents or hinders the child from making use of facilities of a kind provided for children of the same age in other schools in mainstream schools;
 - is under compulsory school age and falls within the definitions above or would so do if special educational provision was not made for him/her.
4. Children must not be regarded as having Special Education Needs solely because their language, or form of the home language, is different from that in which they are taught.
5. Special education provision is additional to, or different from, any provision made generally to other children of the same age by mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice.
 - **Cognition and Learning** – moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
 - **Communication and Interaction** – e.g. speech and language needs and autism
 - **Sensory and Physical** – e.g. physical disability, visual and hearing impairment
 - **Social, Emotional and Mental health** – e.g. attachment difficulties, ADHD, eating disorders, anxiety

Objectives

6. These are to:
 - comply with the regulations set out in the Children and Families Act 2014
 - use the school's assessment procedures as a framework to identify and support children with Special Educational Needs and Disabilities (SEND);
 - comply with the requirements of the School's Agreed Curriculum;

- provide every child equal access to a broad and balanced curriculum irrespective of needs, gender, race creed or beliefs.
- have due regard for the Special Needs Code of Practice (2014) when carrying out duties towards all pupils with special educational needs, ensuring that parents are notified when SEND provision is being made for their child.

Roles and responsibilities

7. The SEN team within the academy is:

- SEND Co-ordinator (SENDCO): Mrs M Harris
- Headteacher: Mrs K Moss
- Class teachers
- Teaching Partners within the Academy also provide support to children following individual literacy and numeracy programmes as well as focused support in class and in small groups where appropriate.

8. The Headteacher will:

- Have overall responsibility for the provision and progress of pupils with SEND in the school
- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in school
- Ensure that SEND is an integral part of all the schools' policies, strategic priorities and initiatives
- Ensure that 'Every Leader is a Leader of SEND' at the school
- Ensure that the SENDCo is part of the Senior Leadership Team (SLT) or is regularly invited to SLT meetings to contribute on and advise on whole school policies and practices and how these may impact on engagement and progress of SEND pupils
- Maintain up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the school's relevant policies and practice relating to SEND
- Ensure that the whole school CPD programme includes a robust CPD offer that identifies and meets the needs of all staff

9. The SEND Coordinator (SENDCo) will:

- Promote and maintain an ethos of inclusion across the school
- Establish a strategic overview and work collaboratively with stakeholders to coordinate the provision for children with SEND across the school
- Ensure that SEND funding streams and resources are appropriately identified, maximised and utilised effectively in order to meet the needs of children with SEND.
- Work jointly with leaders and stakeholders to promote a culture in which teaching and learning is ambitious, inclusive and person-centred and leads to improved outcomes for children with SEND at Clearwater Primary Academy.
- Coordinate and monitor the arrangements for the educational provision for pupils with SEND. The SENDCo is responsible for the day to day operation of the SEND policy.
- Identify training needs and provide guidance to colleagues on teaching, supporting and identifying children with SEND and advise on the graduated pathway approach to SEND support.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure children with SEND receive effective support and high quality teaching

- Communicate with all staff about the needs of children with SEND and work with SLT to deploy staff and resources to ensure the best outcomes for children with SEND
- Maintain an up to date knowledge of national and local legislation, guidance and initiatives which may affect the schools' relevant policies and practice relating to SEND
- Gather, collate, critically analyse, interpret and evaluate data. Use this to inform SEND processes and practice to ensure the best outcomes for children with SEND
- Monitor and evaluate attendance and exclusion rates for children with SEND in comparison to all other children in the school and use this to inform and monitor outcomes for children.
- Manage systems to implement and maintain the school's adherence to SEND statutory regulations (e.g. production of SEND Information Report, co-production of EHCP for children with SEND, carry out annual reviews for children with SEND)
- Work with parents, carers and children with SEND to ensure their views inform co-production and decision making
- Support the school to use its best endeavours to make reasonable adjustments to provision so that all children with SEND can access appropriate education (including personalised provision) whilst still maintaining access to a diverse, coherent and cumulative curriculum
- Have day to day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual children with SEND
- Be the point of contact for external agencies, especially the local authority and all support services
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps records of all children with SEND fully maintained and up to date.
- Ensure that, where the child transfers to/from another school, information on provision and SEND files are shared with the appropriate authority or school.

10. The **teacher** is responsible for:

As stated in the SEND Code of Practice 'Every Teacher is a teacher of SEND'

- the progress and development of every pupil in their class, including those with SEND
- Adapting teaching and the curriculum for pupils with SEND and incorporating guidance provided by the SENDCo and external professionals
- Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Setting high academic and behavioural expectations for all pupils, including SEND pupils and supporting their achievement
- Identify children with SEND in their class

The role of the Local Governing Body

11. The Governing Body will monitor any SEND issues and the effectiveness of the SEN provision.

12. The Governing Body will appoint a SEND Governor to oversee the quality of provision: Dr Jo Grills

Identification, assessment, provision and review arrangements

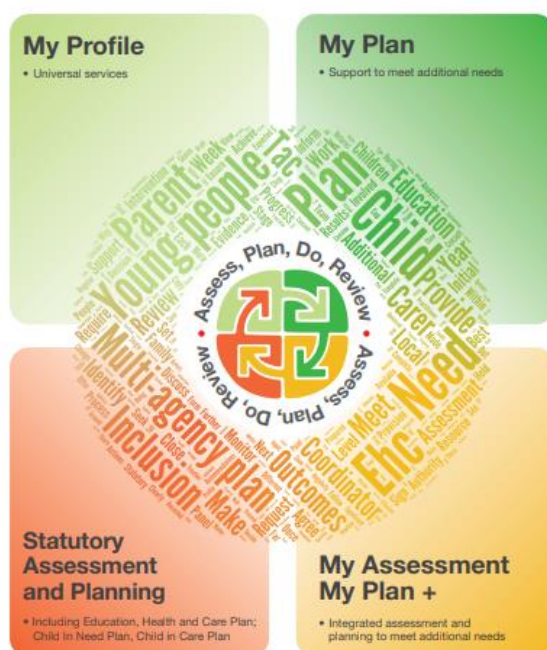
13. Each child's current skills and levels of attainment are assessed on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all children and identify those whose progress is a concern. This may include progress in areas other than

academic attainment, for example, social or communication needs. Regular pupil progress meetings held with the Headteacher contribute to this process.

14. When deciding whether special educational provision is required, the process starts with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and the parent. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.
15. An early discussion will be held with the child and their parents when identifying whether they need special educational provision. These conversations ensure that:
 - Everyone develops a good understanding of the child's areas of strength and difficulty
 - The parents' and child's views are considered
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
16. We will notify parents when it is decided that a child will receive SEND support. Parents are encouraged to participate as fully as possible in supporting their child's learning needs.

The Graduated Approach

17. We follow the graduated approach and the four part cycle of assess, plan, do, review as outlined in the SEND Code of Practice.



Assess: We regularly assess all pupil's needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experience of parents and the child. In some cases, we will draw on the assessments and guidance from other education professionals (e.g. advisory teaching service and from health professionals (e.g. speech and language therapist).

Plan: Where SEND support is required the teacher and SENDCo put together a plan outlining the provision to be put in place for the child as well as the expected impact on progress and outcomes. This will be done in

partnership with the child and parents. All staff who work with the child will be made aware of the plan.

Do: The class teacher is responsible for working with the child on a daily basis. The teacher will closely liaise with Teaching Partners who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCO, parent and child. This will inform planning of next steps. The reviews will take the form of structured conversations with parents. Structured conversations will be held by staff with parents of children who currently hold an EHCP, My Plan + or My Plan. Reports and advice from any professionals involved with the child will be used to inform the review and future planning. The views of children and parents on progress towards previous targets are actively sought and both are involved in the setting of new targets, where relevant. Children's needs are regularly reviewed during our pupil progress meetings, with the relevant class teachers and their classroom team.

Our approach to teaching pupils with SEND

18. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. The following adaptations are made to ensure all pupil's needs are met:

- Adapting teaching to ensure all pupils are able to access the curriculum. In most cases, SEND pupils should have full access to the curriculum, but they will need support to access it with success. This may include:
 - giving longer processing times
 - pre-teaching of key vocabulary
 - chunking texts
 - reading instructions aloud
 - providing small groups
 - providing 1:1 intervention to focus on key skills etc.
 - For children with specific learning needs, visual timetables, social stories, pre-teaching, sensory awareness and breaks may be used to ensure access to the curriculum
- Adapting our resources and staffing
- Using our deep knowledge and understanding of our pupils and information about their additional needs that is shared with all staff so they know which adaptations need to be made for each lesson each day to maximise their learning
- Using recommended aids, such as laptops, visual timetable, now/ next boards, larger font, etc.

Additional support

19. Whilst Clearwater staff are well resourced to meet a range of needs, the school will seek specialist advice and guidance where necessary from a range of external agencies e.g. Educational Psychologists, speech and language therapists, the Advisory Teaching Service, occupational therapists and paediatricians, Early Help coordinator.

20. Support is also available from the DGAT Central Team, which includes reviews of provision, legal advice, staff professional development and support with individual casework.

Evaluating the effectiveness of SEND provision

21. The effectiveness of SEND provision is evaluated by:

- Reviewing pupil's individual progress and attainment each term

- Reviewing the impact of interventions
- Gaining parent and pupil feedback through reviews and questionnaires
- Monitoring by the SENDCO, SLT and Headteacher
- Holding annual reviews for pupils with EHC plans
- Termly review of the SEND action plan by the SENDCo and Headteacher

Enabling pupils with SEND to engage in activities

22. The accessibility plan is published on the Policies page of the school website.
23. All our extra-curricular activities and all school visits are available to all our pupils, including before- and after- school clubs. All pupils are encouraged to go on our residential trips. No pupil should be excluded from taking part in such activities because of their SEN or disability. For some activities, specialist risk assessments and one to one support may be required and will be put in place as appropriate.

Complaints about SEND provision

24. We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents feel their child's needs are still not being met they should make an appointment to see the Headteacher.
25. If concerns are still unresolved parents may wish to use the local Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the procedures explained in the DGAT Complaints policy.

Behaviour

26. Clearwater Church of England Primary Academy's behaviour policy outlines the Academy's core values, expectations and rewards system. However, for some pupils this will not be enough and additional support may be required. In certain rare circumstances and for certain pupils, staff may break down expectations into more manageable chunks, use sensory breaks, an adapted and differentiated curriculum, positive rewards systems, positive role models and liaise closely with family. The Academy's aim is to prevent pupil exclusions. In exceptional circumstances, CYPS (Children and Young People's Service) and counselling services may be utilised.
27. Clearwater Church of England Academy values all pupils' emotional well-being and staff will be well trained to identify vulnerability. For individual children who struggle socially, the Academy will develop Young Leader, Peer Mediator and Play Buddy support as appropriate, over time.

Social and Emotional Needs

28. Clearwater Church of England Primary Academy's core Christian values, PHSCE, strong Academy ethos and high expectations ensure that pupils' social and emotional needs develop alongside those of their peers. Where necessary, the SENCO will liaise with GPs, school nursing team, TIC+, paediatricians, Early Help and Social Services to ensure a consistent approach and that appropriate information is shared.

Pupils with medical needs

29. Clearwater Church of England Primary Academy will ensure that all pupils, regardless of medical or physical difficulties, have equal access to the curriculum. In order to do this, they may need additional practical resources such as a wheelchair or height adjustable furniture. Staff may be trained to safely administer specific specialist medication to a pupil if required.
30. Where a child has individual needs, for example, toileting or physiotherapy issues, these are discussed with the parent and health team as appropriate and an individual care plan is put in place.