Special Educational Needs and Disabilities Policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY CONTACTS

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<td>Crayford Academy</td>
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<td>Knights Academy</td>
<td>Principal: Dr T Bennett, SENCO: Ms E O’Connor</td>
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RATIONALE

All 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. (6.36) The Governors expect the schools and staff of the Federation in regard to the Code of Practice to:

- Ensure appropriate provision is made for any pupil with SEN
- Ensure all pupils, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Ensure regular and appropriate communication and discussion with parents of pupils who are on the SEN register regarding SEN matters
- Ensure that pupils with SEN are fully included in school activities

All schools within the Haberdashers’ Aske’s Federation (hereafter referred to as The Federation), provide teaching and learning that enables all pupils to attain and achieve through a broad, balanced and appropriately differentiated curriculum.

AIMS

The aim of this policy is to ensure all pupils are appropriately supported in order that they may work confidently towards reaching their full potential.

In order to do this, the Federation will aim to meet the following:

1. Policy and practice reflects the philosophy and fundamental principles within the Special Educational Needs Code of Practice 2015:
   - Schools will, with best endeavour, meet the needs of special educational needs pupils
The views of the child and family should be sought and taken into account.
Parents have a vital role to play in supporting their child’s education.
High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people (1.24) and additional provision or interventions will be necessary for the remainder.

2. **The Federation pays close regard to the three key principles of inclusive education:**
   - Setting suitable learning challenges
   - Responding to pupils’ diverse learning needs
   - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

3. **The Federation aims to improve the life chances of all pupils and in order to achieve this, expects:**

   References to the SEN Code of Practice in this document appear in brackets.

   - Schools to use their best endeavours to ensure that such provision is made for those who need it (1.24)
   - Teaching staff to have the necessary skills to raise the levels of achievement of pupils with SEN
   - Pupils to make expected progress from their individual starting points

4. **To achieve the best outcomes for SEN pupils the Federation will:**
   - Pursue a standard graduated approach to the early identification, assessment, effective provision and reflection for children with special educational needs (5.39,5.40,5.41,5.42 and 5.43)
   - Provide high quality support at each phase enabling all pupils to access learning and progress
   - Develop effective partnerships between the academies, parents and outside agencies
   - Enable pupils and their parents/carers to participate in decision-making and review of provision
   - Engage appropriate staff in the regular review, development and evaluation of policy and guidelines to ensure that all work as a team to support pupils’ learning and progress
   - Ensure a robust and rigorous assessment system that enables each academy to inform careful planned progression for each pupil with SEN at each stage of education
   - Ensure that class and subject teachers, make regular assessments of progress for all pupils.(6.17)

**IMPLEMENTATION**

**DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age(xiv)
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (xiv)
Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed.

The areas of need are:

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. (6.28)

COGNITION AND LEARNING DIFFICULTIES
Support for cognitive 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)** who may experience some difficulty understanding basic concepts, have problems acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have. Pupils with MLD may also display a lack of logic, poor problem solving skills and have an inability to generalize learning and apply it to new situation
- **Severe learning difficulties (SLD)** children are likely to need support in all areas of the curriculum. Children with Severe Learning Difficulties (SLD) are likely to find it difficult to understand, learn and remember new skills. As a result they will have problems with both the acquisition of skills and their application to new situations. Additional problems with a number of social tasks, such as communication, self-care and awareness of health and safety, may mean they require supported living.
- **Profound and Multiple learning disabilities (PMLD)** are children with profound and multiple learning disabilities and have more than one disability and a profound learning disability. They may have great difficulty communicating, need high levels of support, may have additional sensory or physical disabilities, complex health needs or mental health difficulties and may display behaviours that are challenging.

EMOTIONAL, SOCIAL AND MENTAL HEALTH
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.

SENSORY AND/OR PHYSICAL DIFFICULTIES
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 support. Children and young people with an MSI have a combination of vision and hearing difficulties.

It is important to note that children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN. The need is identified as an additional one and will be met through a range of strategies and interventions to enable the pupil to achieve their potential.

OTHER BARRIERS TO LEARNING THAT MAY REQUIRE AN EDUCATIONAL HEALTH CARE PLANS (EHCP)

Despite the interventions offered to some children, they may still struggle to access the curriculum and thus will need a higher level of support. The school or parents will apply to the local authority for an EHCP. The school will need to provide evidence that they have used sufficient resources to support the child.

ROLES AND RESPONSIBILITIES

THE FEDERATION GOVERNORS
The Governors of the Federation, in consultation with the Chief Executive Officer and Principals, determine this policy for pupils with special educational needs. They monitor its implementation, the quality of provision for children with SEN and the outcomes they achieve, as set out in the monitoring and evaluation section of this policy.

THE PRINCIPALS AND THE SENIOR LEADERSHIP TEAM
The Principal of each academy is responsible for the day-to-day management of all aspects of the academy’s work, including provision for special educational needs. The Principal is responsible for ensuring that the governors’ aims for SEN provision, set out above are met in her/his academy. The Principal, via the SENCO, informs parents of the SEN provision for their child.

In every instance where a child is the subject to an Education Health Care Plan, the local authority has a duty to consult with the school for which parents have expressed a preference. The Federation Academies will act in the best interests of the education of the child and of other children in their schools when responding to this consultation. They will only object to being named in the EHCP if:

a) The school is unsuitable to the child’s age, ability, aptitude or special educational needs, or
b) The placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources (Schedule 27, Education Act 1996)

Following this consultation and once the EHCP has been determined; the Federation’s Academies will admit any child with an EHCP that names the Academy.

The academy requests school records from the pupil’s previous school which include: current working-at levels, Child Protection file (where appropriate) and details of any SEN including pupil profiles, provision map and reports when a child is transferring from another school.
THE ROLE AND RESPONSIBILITY OF THE SENCO (SPECIAL EDUCATIONAL NEEDS COORDINATOR)

The SENCO must be a qualified teacher and if they have not been in the position of a SENCo they must have or be working towards a National Award in special educational needs coordinator within the first 2 years (6.85). The SENCO has responsibility for:

Ensuring the progress and attainment of pupils with SEND
- Ensuring that all pupils on the SEN register are set appropriate academic targets and make progress such that these targets are met or exceeded
- Monitoring the progress of pupils with SEN and providing regular summary reports on the progress of these pupils to the academy’s leadership team and the Federation executive in line with the Federation assessment cycle
- Relating to SEN to ensure pupils make expected progress

Ensuring the quality of SEN provision and managing statutory processes
- Ensuring the effective day-to-day operation of the implementation of Federation SEN policy within each all through school
- Ensuring that the available SEN resources are allocated effectively and for maximum impact across all pupils on the SEN register
- Leading, managing and evaluating provision, including interventions, for pupils with SEN
- Maintenance of the SEN register including overseeing the records of all pupils with SEN
- Ensuring that relevant background information about individual pupils with SEN is collected, recorded, updated and is used to inform effective provision for each child on the register
- Overseeing the pupil profile, provision map and review process for all pupils with SEN in order for pupils to remain accurately identified and provided for and for progress to be acknowledged through movement of SEN stages.
- Liaising with external agencies including the LAs SEN and Inclusion services, health and social care and voluntary bodies to ensure appropriate provision and care is made for pupils with special educational needs
- Organising and delivering quality professional learning opportunities for all staff so that the majority of special educational needs can be met in the classroom by the teacher

Communication
- Effective communication with parents and teachers
- Liaising with parents of children with SEN to allay concerns, develop positive home/school relationship, advise with regard to provision and inform about pupil progress
- Ensuring that staff and governors are fully apprised of the legal obligations placed upon the Federation and its workforce by legislation
- To produce a yearly SEN information report that is presented to governors and then is placed on the school website.
- To produce a school offer which is placed on the school website

THE ROLE AND RESPONSIBILITY OF ASD/SEN SPECIALIST TEACHERS

The ASD/SEN specialist teachers work under the direction of the SENCO/Inclusion Manager. In addition they:
- Work with pupils with a Statement of SEN/EHCP, attend annual reviews (to offer specialist advice and support), assess progress and contribute to planning. Plan individual additional work needed to ensure progress of pupils
- Work closely with teachers, the SENCO and other outside agencies to meet pupils’ needs
• Support individual and/or small groups of pupils towards attaining identified targets
• Effectively implement the school’s procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
• Complete assessments to deadlines in line with Federation policy for identified pupils with SEN
• Involve and keep parents informed at all stages

THE ROLE AND RESPONSIBILITY OF ALL TEACHERS
All 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 (6.36) They should:
• Ensure that the first step in responding to pupils who have or may have SEN is to provide high quality teaching and that work is differentiated to meet the needs of individual pupils. (6.37)
• Understand and implement the academy’s procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
• Work with the SENCO to ensure progress of pupils with SEN
• Develop effective relationships with parents and pupils with SEN
• Differentiate lessons appropriately to meet the needs of all pupils to ensure success and progression
• Accurately assess pupil progress in line with the school’s policy
• Work with the SENCO to identify their own training needs around SEN

ROLE AND RESPONSIBILITY OF THE MIDDLE LEADERS
Middle leaders (HOD’s /HOY’s) are responsible and accountable for tracking and monitoring the progress and development of pupils with SEN against their starting points and against pupils of the same age group to ensure the gap is being narrowed between pupils with SEN and their peers. Heads of Department should be monitoring the quality of teaching within their departments to ensure that quality first teaching is being delivered to every child in every lesson and to ensure that appropriate differentiation and challenge is put in place to support all pupils including those with SEN. Heads of Year should be monitoring and tracking the overall achievement of pupils in their year group and putting appropriate interventions in place for any pupil who has a pattern of underachievement. This should be in liaison with the SENCO and SEN teams, parents and appropriate subject teachers.

ROLE AND RESPONSIBILITY OF THE LEARNING SUPPORT ASSISTANTS (LSA)
The LSA’s should:
• Work under the guidance of the SENCO to ensure identified pupils needs are being met within the classroom
• In conjunction with the class teacher, support pupils with SEN effectively to ensure expected progress
• Promote independent learning rather than dependent learning
• Record, monitor and evaluate effectiveness of support
• Assist with the identification and effective provision of appropriate resources
• Attend liaison, team and other professional meetings
• Undertake appropriate professional learning

(Further details can be found in the LSA handbook)
PROVISION AND PROCEDURES

THE GRADUATED APPROACH
Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and ensure effective SEN provision. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. There should be a growing understanding of the pupil’s needs and of what support the pupil needs to make good progress and secure good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. (6.44)

ASSESS
In identifying a child as requiring SEN support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers’ assessments where relevant, the individual’s development in comparison to their peers and national data, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting’s own assessment and information on how the pupil is developing. (6.45)

PLAN
Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support needed, as well as the expected impact on progress and development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school’s information system. (6.48)
DO
The class or subject teacher has the overall responsibility for the progress of each child in their class. Where interventions involve group or one-to-one teaching away from the main classroom, the class teacher or subject teacher should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.(6.52)

REVIEW
An evaluation of the effectiveness of the support and interventions and their impact on the pupil’s progress should be carried out within the agreed date, along with the views of the pupil and their parents. A review of the support will then be carried out to address the needs of the pupil. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. (6.53)

STATUTORY ANNUAL REVIEWS
For a pupil who has a Statement or EHCP, the LA and school has a statutory duty to formally review this, at least annually. Annual Review Meetings are organised in each academy by the SENCO/keyworker.

The annual review is in four parts:
1. Collection and collation of information
2. Annual Review Meeting
3. Principal’s/SENCO’s written report
4. LA Review

Close attention is paid to the SEN Code of Practice and to Section 9.

The annual review meeting is an opportunity for all parties involved in the education of the named pupil, to review the year through:
• acknowledging progress made whether academic, behavioural, social or emotional
• reviewing targets and recording outcomes;
• ascertaining pupil views (where possible) with regard to the provision that is made for them to achieve progress;
• seeking parental/carers views with regard to the provision and progress for the pupil;
• monitoring and reporting on the effectiveness of the support package that is in place to ensure progress;
• ascertaining whether the Statement remains appropriate to the needs of the pupil;
• recommendations for any amendments/adjustments to the Statement as necessary.

At the annual review new targets will be set for the coming year. The targets are related to those written in the Statement of SEN (or EHC Plan) and will be designed to ensure progress both in working levels and within the area of identified need. Reports from other agencies and/or individuals involved with the pupil will also inform the target setting.
REPORTING THE ANNUAL REVIEW MEETING
During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Annual Review form. Copies of all reports and any additional materials including the most recent targets are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and the LA’s named officer responsible for SEN.

LA REVIEW
The LA review the statement or EHC Plan in light of the Principal’s/SENCO’s report of the annual review and decides whether to amend this or cease to maintain it.

PROFESSIONAL LEARNING OPPORTUNITIES
Members of the Haberdashers’ SENCO forum meet regularly to discuss and review SEN issues. The members of the forum are: the SENCO/Inclusion Manager from each school and the Vice Principal with responsibility for Inclusion. The SENCO forum is the driver for peer support and consistency of approach across the Federation. The main aim of the SENCO forum is to ensure improved outcomes for children with SEN by the monitoring and evaluating of all SEN staff and resources. The forum is an opportunity for sharing good practice with colleagues and informing them of changes and updates occurring within respective LAs and is therefore a professional development tool for all attendees.

The SENCOs attend training opportunities both in and outside of the Federation. The SENCO works with all staff in order to advise and enhance the skills and ability of the classroom practitioner in dealing with an increasing number and variety of SENs within the classroom.

Every member of staff has a responsibility for ensuring that they attend regular SEN professional learning opportunities in order to understand and meet the majority of SEN needs within their classroom. Priorities for SEN training will be specified by the SENCO at each school to the person with responsibility for Professional Development within their setting. The SENCO, through the Principal, is responsible for providing feedback to the Governors on SEN provision.

The New Staff induction programme ensures that all teaching and support staff working in the academies are inducted on how to identify and address the needs of the SEN pupils within the school. They are shown how to access information about individual pupils and locate strategies which have been recommended to support pupils.

COMMUNICATION

TO STAFF
- This policy will be placed on the intranet.
- Staff will be required to read this policy during their induction.
- Appropriate training on SEND will be provided for staff during the academic year.
- We will revisit this policy throughout the year and provide bulletins for staff of any changes and recent developments with regards to SEND at least three times per year.

TO STUDENTS
- We will have a focus for pupils with aspects on this policy during ‘Knowledge Day’.

TO PARENTS
- This policy is available on the Federation’s website.
- Hard copies of this policy will be made available to parents and other stakeholders if requested.
- This policy will be discussed with parents who attend the SEN drop in sessions.

## MONITORING AND EVALUATION

This document is subject to annual review and is evaluated by The Learning and Progress group. Any changes to the policy will be approved by the Strategy Committee in November. The Federation Executive, SEN and Inclusion staff are involved in the review, development and evaluation of the SEN policy and guidelines including the procedures for the identification, assessment and provision for children with special educational needs. The following actions will need to be implemented on yearly basis:

- Production by June a yearly SEN information report that is presented to each of the schools’ local governing bodies and then is placed on the school’s pages of the Federation website.
- Production of a yearly school offer which is placed on the school website each September.

The effectiveness of the policy will be considered with reference to:

- Appropriate differentiation by staff reflected in planning and evident in lesson observations
- Measurable progress made by identified pupils
- Lesson observation cycle and monitoring reports
- Evaluation of effectiveness of provision and intervention
- Collation of parent/carer and pupil views

The local governing body will monitor the outcomes for children with SEN and the quality of provision by:

- receiving an annual report on SEN in the school each June
- reviewing the achievement of children with SEN in the annual review of the RAISE online report
- appointing an SEN governor to liaise with the school senior leaders responsible for SEN and report back to the local governing body

## RELATED DOCUMENTS

- SEN Code of Practice 2015 (references to the CoP in this document appear in brackets)
- Equality Act 2010
- SEN information reports for each academy (on the website)
- Local offer for each academy (on the website)