



HALES VALLEY TRUST

Special Educational Needs (SEN) and/or Disability (D) Policy September 2020

Key people relating to this policy:

- **CEO:** Jeannette Mackinney
- **Head Teacher:** Kate Hall (Acting) (Lutley Primary School)
- **Head Teacher:** Joanna Turner (Lapal Primary School)
- **Head Teacher:** Sally Bloomer (Woodside Primary School)
- **Head Teacher:** Rebecca Keen (Hurst Hill Primary)
- **Head Teacher:** Jill Craig (Priory)
- **SENDCo:** Karen Daley (Lutley Primary School) Emma Tolley (Lapal Primary School) Hollie Jennings (Woodside Primary) Joanne Potts (Hurst Hill Primary) Karen Carver (Priory Primary School)
- **Trust Board Member with SEND responsibility:** Mark Simpson
- **Designated Teacher with Specific Safeguarding Responsibility:** Alex Hall (Lutley), Joanna Turner (Lapal Primary School), Sally Bloomer (Woodside Primary School), Rebecca Keen (Hurst Hill Primary), Jill Craig (Priory Primary School)
- **Designated Teacher for Children Looked After:** Karen Daley (Lutley), Emma Tolley (Lapal), Hollie Jennings (Woodside Primary), Joanne Potts (Hurst Hill), Karen Carver (Priory)
- **All teaching and support staff**

Mission Statement

At Hales Valley Multi Academy Trust we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during a child's school career. We believe that every teacher is a teacher of every child, including those with SEND.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need and/or Disabilities Code of Practice 0-25 Guidance (2014).

- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

Objectives

Our objectives are to:

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Ongoing monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Seek to identify the needs of pupils with SEND as early as possible.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with outside agencies to provide expert support and advice to assist in meeting the specific needs of the pupil.
- Create a school environment where all pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Identification of Pupil Need

At Hales Valley Multi Academy Trust we adopt the definition of SEND as stated in the Special Educational Need and/or Disabilities Code of Practice 0-25 Guidance (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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that 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.

Pupils with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for.

There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being a child looked after

A Graduated Approach to SEND Support

Quality First Teaching

At Hales Valley Multi Academy Trust all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement (where there are no other factors which have impacted on progress or attainment) will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child’s class teacher will take steps to provide continued differentiated learning opportunities that will aid the pupil’s academic progression, in addition to a catch-up programme.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

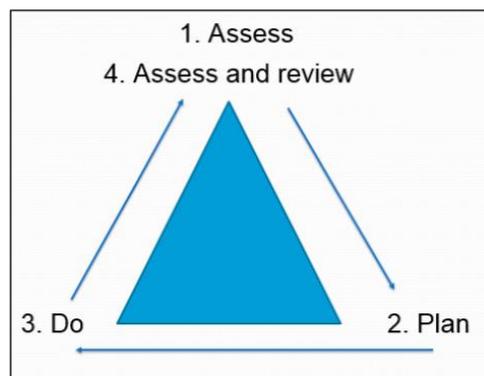
SEND Support

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four-part cycle:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement within this is vital to reinforce learning and contribute to progress.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in consultation with the parents and pupil will revise the targets and provision based on the pupil's previous progress and development.

Referral for an Education, Health and Care Plan (EHP)

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which can be requested by the school or parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of possible sources including:

- Parents
- Teachers
- Child
- SENDCo
- Social Care
- Health professionals
- Educational Psychologists
- Any other external agencies working with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals about whether the child is eligible for an EHP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHP can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

Following Statutory Assessment, an EHP will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available within the school's notional budget. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Arrangements for coordinating SEND provision

All staff can access:

- SEND Policy
- A copy of the SEND overview relating to their year group
- Guidance on identification of SEND in the Code of Practice
- Documentation linked to the Assess-Plan-Do-Review cycle for individual pupils
- Historical documentation relating to individual pupils
- Historical progress data relating to individual pupils
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In addition, careful transition plans are put in place for children with SEND so that receiving staff have full knowledge and understanding of the child's needs.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the admissions criteria as laid down in the school's Admissions Policy, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEN Team, who will arrange the appropriate consultation with Hales Valley Trust schools regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Agencies which schools in the multi-academy trust **may** draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Education Outreach Team for speech and language
- Behavioural, emotional and social difficulties (Sycamore Centre)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service (SEYS)
- Visual Impairment (VI Team)
- Hearing Impairment (HI Team)
- Home and Hospital (Cherry Tree)
- CAMHS (Child Adolescent Mental Health Services) – referrals must be made through a GP
- Physiotherapy
- Occupational Therapy – referrals must be made through a medical professional
- Social Care
- Dudley Counselling
- School Nurse
- Positive Steps Team – referral through the school nurse

Most referrals to these agencies will be made by the SENDCo in discussion with class teachers and will always be shared and agreed with parents/carers.

Transition

Inter-School/Nursery to School Transfers

Records are received from previous schools/year group and passed to class teachers and the SENDCo. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENDCo meets with Secondary SENDCos to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENDCos. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Supporting Children with Medical Conditions

The school recognises that pupils with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SEND team attends relevant SEND courses, including Dudley's SENDCo network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities.

All teaching and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Roles and Responsibilities

Trust Board Representative for SEND

A member of the Trust Board has responsibility for SEND, although the Board as a whole is responsible for making provision for pupils with special educational needs.

Day to day responsibility for SEND

SEND across the multi academy trust is led by the respective SENDCos. The SENDCos at each school will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies as required.

Class teachers have the responsibility for the educational provision in place within the classroom for those learners with SEND. They are responsible for engaging parents in the assess-plan-do-review on a termly basis.

Teaching Assistants (TAs)

Our TAs work mainly within class based phonics, guided reading, speech and language, English and maths sessions, supporting identified children. This enables us to offer small group support to those children with higher levels of need at SEND Support. Their work is carried out under the direction of the class teacher, SENDCo and/or external agencies. This may also involve working with children in intervention groups outside of normal classroom timetables. These include a wide range of intervention programmes including our own school programmes for supporting reading, writing and maths development (see Policy for Interventions).

Our TAs also provide support for children with physical and social and emotional difficulties. They lead a range of interventions to address physical needs as well as running nurture type groups, providing playground support and running social skills support groups. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, difficulties with social skills or feel differently from their peers.

EHCP Support Teaching Assistants

TA's work with children with Education, Health and Care Plans to support them in the classroom through 1:1, small group and whole class work. They plan with the class teacher, SENDCo and/or external agencies to support the child's targets and record their work. Support is tailored to suit the individual needs of the child as identified within their EHCP.

Accessibility

Each school complies with all of the relevant accessibility requirements. Please see individual school accessibility plans for more details.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment to speak to a member of staff can be made *in line* with the complaints policy.

Bullying

Our schools take many steps to ensure and mitigate the risk of bullying of vulnerable learners. Each school has a comprehensive bullying policy available to staff and parents.

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010; Advice for Schools (February 2013)
- Schools SEND information report regulations (2014)

Date approve by Board of Directors: June 2020