



LIFE Education Trust

Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

SEND AND INCLUSION POLICY

Policy	SEND and Inclusion Policy
Policy adopted by Trust Board	19/7/17
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KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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PRINCIPLES UNDERPINNING POLICY FOR SEND

- 1.1. Principles that are fundamental to the SEND Policy are:
 - 1.1.1. All aspects of the curriculum should be accessible to all students, regardless of ability or disability.
 - 1.1.2. All students should be given equal opportunity to fulfil their potential in a socially and educationally integrated setting.
 - 1.1.3. The education of students with special educational needs and disability is the responsibility of ALL staff.
 - 1.1.4. The views of parents and students are always sought and taken into account.
- 1.2. To enable every individual to fulfil his or her potential to the highest possible standard, it is essential that the development of the whole individual, social and emotional as well as academic, is taken into account. Every student needs to feel that their views are considered, their efforts are recognised and their achievements are worthwhile. In particular, the safeguarding needs of the most vulnerable students, including those with SEND, are considered as a priority by the Designated Safeguarding Lead.
- 1.3. Special Educational Needs and Disabilities are regarded as part of the continuum of individual needs. The differentiated curriculum makes allowances for the needs of most students. However, students whose needs are exceptional require enhanced provision to enable them to fulfil their potential. The school allocates considerable resources to providing appropriately qualified and experienced staff to meet the needs of exceptional students. Where provision is needed beyond that which is normally available in the classroom, it is the role of the SEND department to ensure appropriately modified provision.
- 1.4. Modified provision is made in consultation with the student, parents and teaching staff. Parents are encouraged to be supportively involved with their child's education.
- 1.5. The school's SEND Policy is guided by the requirements of the National Curriculum, the SEND Code of Practice 2014. It takes account of the Government's strategy for SEN 'Removing Barriers to Achievement' 2004.
- 1.6. The admissions policy of the Trust makes no distinction regarding students with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of any student whose parent wishes to register her at the school.

SPECIAL EDUCATIONAL NEEDS DISABILITIES

- 2.1. Special Educational Needs and Disabilities include all learning difficulties except those arising solely because of a different language between the student's home and the school. The continuum of special educational needs and disabilities includes students with relatively minor and transient problems as well as those with severe and complex learning difficulties.
- 2.2. A differentiated approach in the classroom will meet the learning needs of most students. A student has a learning difficulty if there are serious barriers preventing her from benefiting from the provision made for the majority of her peers.
- 2.3. Learning difficulty may arise from a number of causes: general high or low ability, specific cognitive difficulties, social, emotional and mental health difficulties, physical disability, sensory impairment or medical problems. It should not be assumed that special needs can be equated with general low ability.
- 2.4. The Special Educational Needs Code of Practice (2014) defines a student as having special educational needs and disability if he/she has a learning difficulty which calls for special

educational provision to be made.

2.5. Children have a learning difficulty if they:

2.5.1. Have a significantly greater difficulty in learning than the majority of children of the same age; or

2.5.2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

2.6. In accordance with the requirements of the SEN and Disability Act (2001) the school does not discriminate against disabled students. All reasonable efforts are made to ensure that disabled students are not placed at a substantial disadvantage in comparison with their non-disabled peers.

2.7. A student may be deemed to require special educational provision if modification to the curriculum is necessary in order to enable full access. Curriculum development and delivery through high quality teaching must take account of the needs of all students. A whole-school approach to special educational provision ensures a curriculum with which all students can interact positively.

AIMS AND OBJECTIVES

AIMS

3.1. To ensure access for students with special educational needs to a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

3.2. To educate students with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.

3.3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.

3.4. To identify and assess students with SEND as early and thoroughly as is possible and necessary.

3.5. To fully involve parents and students in the identification, assessment and delivery of support provision and to strive for close co-operation between all agencies concerned.

3.6. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

OBJECTIVES

Objectives relate directly to the above aims of the SEND policy and are intended to show how the structures and systems that are in place actually put the aims into practice. Please refer to the relevant appendices for either Primary or Secondary Schools within the Trust.

This policy should be read in conjunction with each school's statutory SEND information report.

STAFF WITH RESPONSIBILITIES FOR SPECIAL EDUCATIONAL NEEDS

The CEO of LIFE Trust has overall responsibility for ensuring that the SEND and Inclusion policy is implemented in each of the Trust schools.

The headteacher of each Trust school is the responsible person for ensuring that SEND and Inclusion are implemented in their school.

Every Trust school will have a named SENDCo, who has the statutory qualification of the NASENCO award or will qualify for the award within three years of being in post as required by the SEND Code of Practice. The SENDCo is responsible for the implementation of the SEND and Inclusion policy and the daily management and operation of the SEND policy.

In each of the Trust's school is a member of the local governing body with a special interest in SEND and Inclusion.

Appendix for SEND provision in Secondary Schools within the Trust:

OBJECTIVES

1. These objectives relate directly to the above aims of the SEND Policy and are intended to show how the structures and systems that are in place actually put the aims into practice.
 - 1.1. (Aim 3.1) The school provides a caring environment within which students can learn and develop to their full potential. The Trust expects that schemes of work allow for differentiation according to individual needs and offer equality of opportunity and access to the different curricular and skill areas.
 - 1.2. (Aim 3.2) All students have access to a broad, balanced and differentiated curriculum as specified in the National Curriculum. SEND staff offer advice and training opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. The SEND staff support students in mainstream lessons as often as possible and/or appropriate through high quality teaching.
 - The SEND staff ensure that staff are fully informed as to the special educational needs and disabilities of any students in their charge.
 - The SENDCo ensures that other schools or colleges to which they may transfer know our students' Special Educational Needs and Disabilities.
 - 1.3. (Aim 3.3) All students are seen as individuals and differing interests, knowledge and skills are valued. The school values the contribution and achievements of all students and endeavours to ensure the growth of self-esteem and that all students experience success. Staff provide a variety of experiences and activities during a course of study and within each lesson if possible. There are opportunities for individual and/or group activities.
 - Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect.
 - Staff are encouraged to have high expectations of all students.
 - Staff use a reward scheme and keep a record of achievement. This encourages students to work to their full potential and to experience a sense of achievement.
 - 1.4. (Aim 3.4) Support is seen as an entitlement for students who need it rather than as a special addition to their education. The process of identification and assessment normally starts through liaison with the Trust's Primary feeder schools. The member of staff designated to be responsible for Primary Liaison, visits the Trust's feeder schools to meet prospective students and teachers during the year prior to commencement. The SENDCo will attend Person Centred Review Meetings as requested by the Primary Schools to ensure any additional support needed is put in place prior to the students' first day at Secondary school. During the Summer term, Year 6 students are invited to attend two induction days. On one of those days students are assessed using Cognitive Abilities Tests (verbal, non-verbal and quantitative abilities – CAT4). Identification of students needing support will be partly based on the results of these tests. Requests for support are also received from various sources including parents and teachers. Some students may personally request support and the school will endeavour to assess, identify and intervene as far as is possible within the limits of the resources.
 - 1.5. (Aim 3.5) The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and her parents. Parents are always contacted if assessment or referral indicate that a child has SEND. The parents are consulted, along with

the student, with respect to the background history, current and future needs and aspirations. Once identification and assessment have taken place and intervention has been initiated, students and parents are kept regularly informed by means of personal contact, reports and reviews.

- 1.6. (Aim 3.6) Safety is always a major concern, particularly when working in the science, technology and physical education areas.
- 1.7. The school implements a graduated response to meeting special educational needs and disabilities based upon that described in the Code of Practice (2014).

THE ARRANGEMENTS FOR COORDINATING PROVISION FOR SPECIAL EDUCATIONAL NEEDS

- 2.1. The Responsible Person for Special Educational Needs and Disabilities is the Headteacher. The Assistant Vice Principal i/c Inclusion is the named senior member of staff/SENDCo, with responsibility for the implementation of the SEND Policy. The SENDCo is responsible for the daily management and operation of the SEND Policy and management of the SEND department.
- 2.2. The SEND department works closely with the SENDCos of feeder primary schools, and with parents of prospective students, in making decisions about the most appropriate provision for individual students with special educational needs and disabilities. Wherever possible provision is made within the context of the mainstream curriculum.
- 2.3. The school enable good access to most parts of the school for students with mobility difficulties, although wheelchair users may require some assistance. The Trust continually reviews aspects of physical access.
- 2.4. The majority of special needs support is offered through the mainstream curriculum in consultation with other departments and teaching staff. In-class support is available by negotiation throughout Years 7 to 11 in all curriculum areas. Where additional provision is needed, students may be withdrawn from lessons for individual or small group tuition.
- 2.5. Learning Support is offered by the SEND department to students in Years 10 and 11 to support access to GCSE courses. Students with SEND may opt to take fewer GCSE courses in order to benefit from this support. General or pastoral support may be given in these sessions as well as support with GCSE course-work.

RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: IDENTIFICATION, ASSESSMENT AND PROVISION

- 3.1. For the majority of students, educational needs are met through curriculum planning, including the use of setting, and through differentiation in the classroom. Curriculum content or speed of lesson presentation is varied to reflect the particular needs of a class group. Subject teacher planning is flexible in recognising the needs of all students as individuals and ensuring progression and relevance. Student views are encouraged as part of the review process. Reporting to parents takes place through in house systems, annual reports and consultation evenings. If parents have particular concerns, they are encouraged to contact the school for an interim report on progress.
- 3.2. Many students who have SEND are identified by the primary schools. Liaison with primary schools enables the school to plan for meeting these needs. Information from primary schools is used to provide starting points.
 - 3.2.1. Early action is taken to support students in class.
 - 3.2.2. Ongoing observation provides regular feedback on students' achievements and aids planning.

- 3.2.3. Opportunities for students to demonstrate their knowledge and understanding are maximised.
- 3.2.4. Students are involved in planning and agreeing appropriate targets
- 3.2.5. Parents are involved in developing and implementing a joint approach at home and in school.
- 3.3. Other students are identified through:
 - 5.3.1. Cognitive Ability Tests
 - 5.3.2. The school's systems for observing and assessing individual progress
 - 5.3.3. Expressions of concern by parents or teaching staff
- 3.4. The Trust uses a graduated intervention approach to meeting individual needs. At all stages, parents are kept informed of any findings and are consulted before any special provision is made.
- 3.5. The initial response to a student's difficulties is to review the strategies being used and ways in which they might be developed:
 - 3.5.1. Further curriculum differentiation
 - 3.5.2. Realistic and relevant targets
 - 3.5.3. Advice from the teaching staff or SEND team
 - 3.5.4. Adaptations to the environment
- 3.6. If a student's difficulties are not sufficiently responsive to these strategies, intervention moves to the next stage.

CRITERIA FOR PLACEMENT IN 'STUDENTS WITH ADDITIONAL NEEDS' CATEGORY

Please note: The Students with Additional Needs category is not a requirement of the new SEND Code of Practice but one that enables the SEND department and teachers to monitor those who may need differentiated work within the classroom.

- 3.7. One or more of the following may be evident. The student:
 - 3.7.1. Makes little or no progress in his/her identified area of need
 - 3.7.2. Has significant difficulty developing numeracy or literacy skills
 - 3.7.3. Is working at National Curriculum levels significantly below expectation
 - 3.7.4. Presents persistent social emotional and/or mental difficulties despite intervention
 - 3.7.5. Has sensory or physical problems and continues to make little or no progress despite specialist equipment or resources
 - 3.7.6. Needs a higher level of intervention to improve communication or social skills
- 3.8. Strategies can be very varied to meet a wide range of individual needs, but may include:

- 3.8.1. Additional support from a learning support assistant in the classroom
 - 3.8.2. Use of information technology
 - 3.8.3. Different learning materials
 - 3.8.4. Different means of recording
 - 3.8.5. Small group or individual support within the class
 - 3.8.6. Special equipment
 - 3.8.7. A range of teaching approaches
 - 3.8.8. A range of management strategies
 - 3.8.9. Specialist advice may be sought from support agencies.
 - 3.8.10 Support to access tests and examinations
- 3.9. If the strategies used at the Student with Additional Needs level do not enable the student to make satisfactory progress, intervention moves to the next stage, SEN Support.

SEN SUPPORT: CRITERIA FOR PLACEMENT IN 'SEN SUPPORT' CATEGORY

- 3.10. One or more of the following may be evident. The student:
- 3.10.1 Continues to make little or no progress in her identified area of need over a long period
 - 3.10.2 Continues to have significant difficulty developing numeracy or literacy skills
 - 3.10.3 Continues to work at National Curriculum levels significantly below that expected of students of a similar age.
 - 3.10.4 Presents persistent social emotional and/or mental health difficulties that substantially and regularly interfere with their own learning or that of others in the class
 - 3.10.5 Has sensory or physical problems and requires regular advice or intervention from a specialist service
 - 3.10.6 Has ongoing communication or social difficulties, which cause substantial barriers to learning.
- 3.11. At SEN Support, the SENDCo will request permission from the parents to seek support, advice and/or further assessment from the relevant specialist service. The review process and resulting Passport will set out new strategies for supporting the student. Implementation will be, as far as possible, in the normal classroom setting.

STATUTORY ASSESSMENT

- 3.12. For very few students the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents and specialist services, whether to ask the LA to make a statutory assessment. The LA will conduct an assessment in collaboration with parents, the school and support agencies. Following assessment the LA may decide to issue an Education Health Care Plan (EHCP) which specifies the student's needs and the provision which must be made to meet those needs. A statutory assessment does not always lead to an EHCP; the LA may decide that a note in lieu setting out the provision of additional equipment, expert advice or alternative

strategies would help the student to make progress.

PARENTAL INVOLVEMENT

- 4.1. The education of young people is a collaborative enterprise involving teachers, parents and the students themselves. Regular, meaningful, positive communication between teachers and parents is of fundamental importance. Parents are sufficiently informed that they can be fully involved with the measures that the school is taking to meet their child's special educational needs and disabilities. Communication takes place by means of:

Review meetings

- 4.1.1 Review / Passport meetings are held regularly to discuss the progress of individual students supported at SEN Support and students who have an EHCP (or for some this is still a 'Statement'). These meetings involve the students themselves, the parents, the SENDCo and any other agencies working with the student. Information and advice are collated to develop a Passport for the student. The Passport specifies areas the student has recognised they need support with and the action that needs to be taken to support these areas. Students with Additional Needs are monitored through data via their Progress Managers and in consultation with parents, teachers and the SEND department.

Parents' Consultation Evenings

- 4.1.2 Annual consultation evenings are always attended by the SENDCo. Parents may use this opportunity to discuss students, refer students for assessment or to make an appointment for further discussion. Additional consultation meetings are held to discuss specific issues, e.g. option choices.

Written Communications

- 4.1.3 Parents and teachers may contact each other informally by means of notes or messages in the student planner, formally by means of letters and reports and via documentation following review meetings.

Telephone Communications

- 4.1.4 Parents may contact the SEND department by telephone. If the person required is not available, a message can be left and the call will be returned.

Complaints Procedure

- 4.1.5 Parents are encouraged to discuss any problems or grievances with the school. Problems should be referred to the SENDCo in the first instance. Parents are asked to refer to the Trust Complaints Policy for full details of the complaints procedure. A copy is available on the school's website.

PROFESSIONAL DEVELOPMENT AND TRAINING

- 5.1. SEND issues are an important aspect of staff development and training.
- 5.2. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.
- 5.3. Training days frequently take a specifically SEND issue, such as the implementation of the new SEND Code of Practice, as the main focus.
- 5.4. Where a range of opportunities are offered during a training day, options relating to SEND are included.

- 5.5. Subject specialists are encouraged to explore SEND issues within their field through courses held outside the school.
- 5.6. SEND staff participate in a wide range of external courses pertaining to meeting special needs.
- 5.7. SEND staff working in classrooms in a support role are able to share their experience with subject teacher

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES AND SCHOOLS

- 6.1. The school supports a multi-disciplinary approach to maximise the educational provision for students. Many agencies and services work closely with the school to help to identify, assess and provide support for students with special educational needs and disabilities. These agencies include a wide variety of specialist teachers and other professionals.
- 6.2. The SENDCo is the school's named contact with the support services.
- 6.3. The SEND department works closely with the following services provided by the LA:
 - 6.3.1. Educational Psychology Service
 - 6.3.2. Education Welfare Service
 - 6.3.3. Alternative Provision Service
 - 6.3.4. The Acorn Centre
 - 6.3.5. Social Services
 - 6.3.6. CAMHS
 - 6.3.7. Central Essex Community Services (Central Clinic)
 - 6.3.8. ADHD Services
- 6.4. Specialist Teaching Team – staff specialising in supporting students with:
 - 6.4.1. Hearing impairment
 - 6.4.2. Visual impairment
 - 6.4.3. Physical impairment
 - 6.4.4. Autism/ASD
 - 6.4.5. Speech and language
 - 6.4.6. General and specific difficulties
- 6.5. The school always consults appropriate agencies when a student is assessed as needing support at SEN Support.
- 6.6. Links are maintained with local special schools to enable the school to benefit from their advice and experience.
- 6.7. A representative of the school's SEND department liaises directly with local primary schools to collect information about the needs of students with special educational needs before they transfer to The Frances Bardsley Academy. In the case of students with an EHCP, the SENDCo will attend the student's Year 6 annual review.

MONITORING AND EVALUATING THE SEND POLICY

- 7.1. A nominated governor for Special Educational Needs and Disabilities links the SEND department with the local governing body. This governor meets termly with the SENDCo to review progress. A brief information report is then presented to the subsequent Local Governing Body meeting.
- 7.2. Effective monitoring and evaluation of SEND provision is dependent upon the

maintenance of accurate and up-to-date records. The criteria by which the monitoring and evaluation of SEND provision is undertaken are described below:

STUDENTS

- 7.3. The number of students receiving additional support
- 7.4. Student achievement, e.g. monitoring reports or review notes
- 7.5. Feedback from students

PARENTS

- 7.6. The degree to which parents participate in decisions about SEND provision, including the number who attend review meetings
- 7.7. Feedback from parents

STAFF TRAINING

- 7.8. Senior leadership team, particularly the Assistant Vice Principal i/c Inclusion, taking an active role in promoting inclusion
- 7.10. Involvement of staff in courses relating to SEND issues
- 7.11. Effective involvement of departments in catering for students with SEND

BUDGET

- 7.12. The amount of budget allocated to SEND provision
- 7.13. Changes in budget allocation to reflect changing needs

Appendix for SEND provision in Primary Schools within the Trust: Benhurst Primary School

OBJECTIVES

1. These objectives relate directly to the above aims of the SEND Policy and are intended to show how the structures and systems that are in place actually put the aims into practice.
- 1.1. (Aim 3.1) The school provides a caring environment within which children can learn and develop to their full potential. Children are encouraged to follow Benhurst Primary School's Core values: Responsibility, Respect, Courage, Justice, Wisdom, Belief and Compassion so that they become embedded in their daily routines. The Trust expects that schemes of work allow for differentiation according to individual needs and offer equality of opportunity and access to the different curricular and skill areas.
- 1.2. (Aim 3.2) All children have access to a broad, balanced and differentiated curriculum as specified in the National Curriculum. The SENDCo offers advice and training opportunities to teachers on employing teaching methods and resources that allow all children (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. The Teachers and Support Staff support children in mainstream lessons as often as possible and where appropriate through high quality intervention/booster sessions.
 - The SENDCo ensures that staff are fully informed as to the Special Educational Needs and Disabilities of any children in their charge.
 - The SENDCo ensures that other schools to which they may transfer know our children's Special Educational Needs and Disabilities.
- 1.3. (Aim 3.3) All children are seen as individuals and differing interests, knowledge and skills are valued. The school values the contribution and achievements of all children and endeavours to ensure the growth of self-esteem and that all children experience success. Staff provide a variety of experiences and activities during a course of study and within each lesson if possible. A range of different learning opportunities are provided. For example, individual, paired work, group work etc.
 - Lessons are conducted in a secure, supportive and disciplined manner. The children and the staff interact in a manner that demonstrates mutual respect in line with Benhurst's Core values.
 - Staff are encouraged to have high expectations of all children.
 - Staff use a school agreed reward scheme and keep a record of achievement. This encourages children to work to their full potential and to experience a sense of achievement.
 - Successes are celebrated in books, within the class, during assemblies and through social media such as Twitter. .
- 1.4. (Aim 3.4) Support is seen as an entitlement for children who need it rather than as a special addition to their education. The process of identification and assessment normally starts through liaison with the Trust's feeder nurseries, current and previous class teachers and, where applicable, previous schools. Early Years staff visit the Trust's feeder nurseries to meet prospective children and nursery staff during the term prior to commencement. The SENDCo and/or the EYFS Lead will attend Person Centred Review Meetings as requested by the nurseries to ensure any additional support needed is put in place prior to the children's first day at Primary school. During the Summer term, future Year R children are invited to attend at least one taster session with their parents. Nurseries are invited to visit. EYFS staff contact feeder nurseries to meet children, where possible, and share relevant transition information

about each child. Home visits are offered to all parents. This enables children to meet school staff in a familiar environment. Additional visits/taster sessions are arranged for children as appropriate. Requests for support are received from various sources including parents.

- 1.5. (Aim 3.5) The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Parents are always contacted if assessment or referral indicate that a child has SEND. The parents are consulted, along with the child, with respect to the background history, current and future needs and aspirations. Once identification and assessment have taken place and intervention has been initiated, children (where applicable) and parents are kept regularly informed by means of personal contact, reports and reviews.
- 1.6. (Aim 3.6) Safety is always a priority.
- 1.7. The school implements a graduated response to meeting Special Educational Needs and Disabilities based upon that described in the Code of Practice (2014).

THE ARRANGEMENTS FOR COORDINATING PROVISION FOR SPECIAL EDUCATIONAL NEEDS

- 2.1. The Responsible Person for Special Educational Needs and Disabilities is the Headteacher. The Assistant Headteacher is the named senior member of staff/SENDCo, with responsibility for the implementation of the SEND Policy. The SENDCo is responsible for the daily management and operation of the SEND Policy.
- 2.2. The SENDCo works closely with the SENDCos of feeder nurseries and onward Secondary schools. She also works closely with parents of prospective children, in making decisions about the most appropriate provision for individual children with special educational needs and disabilities. Wherever possible provision is made within the context of the mainstream curriculum.
- 2.3. The school enables good access to most parts of the school for children with mobility difficulties, although wheelchair users may require some assistance. The Trust continually reviews aspects of physical access.
- 2.4. The majority of special needs support is offered through the mainstream curriculum in consultation with teaching staff. In-class support is available (if needed) by negotiation throughout Years R to 6 in all curriculum areas. Where additional provision is needed, children may be withdrawn from lessons for individual or small group tuition as appropriate.

RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: IDENTIFICATION, ASSESSMENT AND PROVISION

- 3.1. For the majority of children, educational needs are met through curriculum planning, including the use of setting, and through differentiation in the classroom. Curriculum content or speed of lesson presentation is varied to reflect the particular needs of a class group. Teacher planning is flexible and meets the needs of all children as individuals, ensuring progression and relevance. Student views are encouraged as part of the review process. Reporting to parents takes place through in house systems, annual reports and consultation evenings. If parents have particular concerns, they are encouraged to contact the school for an interim report on progress.
- 3.2. Some children who have SEND are identified by nurseries. Liaison with feeder nurseries enables the school to plan for meeting these needs. Information from nurseries is used to provide starting points. If a child has SEND, this will often be identified whilst they are at Primary School. Relevant information pertaining to a child's SEND is shared with onward Secondary schools. Pupils on the SEND register are offered a Person Centred review (if representatives from receiving Secondary schools are able to attend) as part of their transition arrangements.
- 3.3. The SENDCo liaises with SENDCos of onward secondary schools for children in Year 6 and onward schools for children in Years R-5 who have SEND. Where appropriate and possible, a Person Centred Review will be arranged to support identified children's transition. Secondary Schools offer children in Year 6 the opportunity to experience a taster day at their new school prior to September. Additional visits to the receiving Secondary School may be arranged in consultation with the school if needed.
 - 3.3.1. Early action is taken to support children in class.
 - 3.3.2. Ongoing monitoring provides regular feedback on children's achievements and aids planning.
 - 3.3.3. Opportunities for children to demonstrate their knowledge and understanding are maximised.
 - 3.3.4. Children and parents are involved in planning and agreeing appropriate targets
 - 3.3.5. Parents are involved in developing and implementing a joint approach at home and in school.
- 3.4. Other children are identified through:
 - 3.4.1. The school's systems for observing and assessing individual progress
 - 3.4.2. Expressions of concern by parents or teaching staff
 - 3.4.3. Consultation with external agencies with parental consent
- 3.5. The Trust uses a graduated intervention approach to meeting individual needs. At all stages, parents are kept informed of any findings and are consulted before any special provision is made.
- 3.6. The initial response to a student's difficulties is to review the strategies being used and ways in which they might be developed:
 - 3.6.1. Further curriculum differentiation
 - 3.6.2. Realistic and relevant targets
 - 3.6.3. Advice from teaching staff or SENDCo

3.6.4. Adaptations to the environment if possible

3.7. If a student's difficulties are not sufficiently responsive to these strategies, intervention moves to the next stage.

CRITERIA FOR PLACEMENT IN 'CHILDREN WITH ADDITIONAL NEEDS' CATEGORY

Please note: The Children with Additional Needs category is not a requirement of the new SEND Code of Practice but one that enables the school and teachers to monitor those who may need differentiated work within the classroom.

3.8. One or more of the following may be evident. The child:

3.8.1. Makes little or no progress in his/her identified area of need

3.8.2. Has significant difficulty developing numeracy or literacy skills

3.8.3. Is working significantly below age related expectations.

3.8.4. Presents persistent social emotional and/or mental difficulties despite intervention

3.8.5. Has sensory or physical problems and continues to make little or no progress despite specialist equipment or resources

3.8.6. Needs a higher level of intervention to improve communication or social skills

3.9. Strategies can be very varied to meet a wide range of individual needs, but may include:

3.9.1. Additional support from a learning support assistant in the classroom

3.9.2. Use of information technology

3.9.3. Different learning materials

3.9.4. Different means of recording

3.9.5. Small group or individual support within the class

3.9.6. Special equipment

3.9.7. A range of teaching approaches

3.9.8. A range of management strategies

3.9.9. Specialist advice may be sought from external agencies.

3.10. If the strategies used at the Child with Additional Needs level do not enable the child to make satisfactory progress, intervention moves to the next stage, SEN Support.

SEN SUPPORT: CRITERIA FOR PLACEMENT IN 'SEN SUPPORT' CATEGORY

3.11. One or more of the following may be evident. The child:

3.11.1 Continues to make little or no progress in his/her identified area of need over a long period

3.11.2 Continues to have significant difficulty developing numeracy or literacy skills

3.11.3 Continues to work significantly below age related expectations.

- 3.11.4 Presents persistent social emotional and/or mental health difficulties that substantially and regularly interfere with their own learning or that of others in the class
- 3.11.5 Has sensory or physical problems and requires regular advice or intervention from a specialist service
- 3.11.6 Has ongoing communication or social difficulties, which cause substantial barriers to learning.
- 3.12. At SEN Support, the SENDCo will request permission from the parents to seek support, advice and/or further assessment from the relevant specialist service. The review process and resulting Individual Education Plan will set out new strategies for supporting the child. Implementation will be, as far as possible, in the normal classroom setting.

STATUTORY ASSESSMENT

- 3.13. For very few children the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents and specialist services, whether to ask the LA to make a statutory assessment. The LA will conduct an assessment in collaboration with parents, the school and support agencies. Following assessment the LA may decide to issue an Education Health Care Plan (EHCP) which specifies the student's needs and the provision which must be made to meet those needs. **A statutory assessment does not always lead to an EHCP.**

PARENTAL INVOLVEMENT

- 4.1. The education of young people is a collaborative enterprise involving teachers, parents and the children themselves. Regular, meaningful, positive communication between teachers and parents is of fundamental importance. Parents are sufficiently informed that they can be fully involved with the measures that the school is taking to meet their child's special educational needs and disabilities. Communication takes place by means of:

Review meetings

- 4.1.1 Children supported at SEN Support are monitored through data, and in consultation with parents, teachers and external agencies. Individual Education Plan(IEP) meetings are held regularly to discuss the progress of individual children supported at SEN Support and for children who have an EHCP. These meetings involve the children themselves, the parents and the class teacher, and may include the SENDCo and any other agencies working with the child. EHCP review meetings are held regularly to discuss the progress of individual children. These meetings involve the children themselves, the parents, the class teacher, the SENDCo and any other agencies working with the child. Information and advice are collated to develop an IEP for the child. The IEP specifies areas with which the child needs support and the action that needs to be taken to support these areas.

Teaching and Learning Conferences

- 4.1.2 The SENDCo is available to meet with parents, should they wish, at Termly Teaching and Learning Conferences. Parents may use this opportunity to discuss children, or to make an appointment for further discussion. Student's IEPs are usually reviewed with the child and parent during these meetings.

Complaints Procedure

- 4.1.3 Parents are encouraged to discuss any problems or grievances with the school. Problems should be referred to the Class Teacher or SENDCo in the first instance. Parents are asked to refer to the Trust Complaints Policy for full details of the complaints procedure. A copy is available on the school's website.

PROFESSIONAL DEVELOPMENT AND TRAINING

- 5.1. SEND issues are an important aspect of staff development and training.
- 5.2. General educational issues, which are explored on training days within the school, encompass the needs of all children, including those with SEND.
- 5.3. Training days frequently take a specific SEND issue, such as the implementation of the new SEND Code of Practice, Positive Handling Training as the main focus.
- 5.4. Where a range of opportunities are offered during a training day, options relating to SEND may be included.
- 5.5. Class Teachers are encouraged to explore SEND issues through courses held outside the school in addition to INSET.
- 5.6. School staff participate in a range of external courses pertaining to meeting special needs.
- 5.7. Staff working in classrooms in a support role are able to share their experience with the Class Teacher

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES AND SCHOOLS

- 6.1. The school supports a multi-disciplinary approach to maximise the educational provision for children. Many agencies and services work closely with the school to help to identify, assess and provide support for children with special educational needs and disabilities. These agencies include a wide variety of specialist teachers and other professionals.
- 6.2. The SENDCo is the school's named contact with external agencies/ support services.
- 6.3. The SENDCo works closely with the following services provided by the LA:
 - 6.3.1. Educational Psychology Service
 - 6.3.2. Education Welfare Service
 - 6.3.3. Alternative Provision Service
 - 6.3.4. The Acorn Centre
 - 6.3.5. Social Services
 - 6.3.6. CAMHS
 - 6.3.7. School Nurse
 - 6.3.8. Speech and Language therapist and Havering team
- 6.4. Specialist Teaching Team – staff specialising in supporting children with:
 - 6.4.1. Hearing impairment
 - 6.4.2. Visual impairment
 - 6.4.3. Physical impairment
 - 6.4.5. Speech and language
 - 6.4.6. General and specific difficulties
 - 6.4.7. Behaviour difficulties
 - 6.4.8. Learning Support
- 6.5. The school consults relevant agencies if appropriate when a child is assessed as needing support at SEN Support.
- 6.6. Links are maintained with local special schools and nurseries to enable the school to benefit from their advice and experience.
- 6.7. The SENDCo liaises directly with local secondary schools to disseminate information about the

needs of children with special educational needs before they transfer to their chosen Secondary School. In the case of children with an EHCP, the SENDCo of the receiving school will be invited to attend the student's Year 6 annual review.

MONITORING AND EVALUATING THE SEND POLICY

- 7.1. A nominated governor for Special Educational Needs and Disabilities links the SENDCo with the local governing body. This governor meets termly with the SENDCo to review progress. A brief information report is then presented to the subsequent Local Governing Body meeting.
- 7.2. Effective monitoring and evaluation of SEND provision is dependent upon the maintenance of accurate and up-to-date records. The criteria by which the monitoring and evaluation of SEND provision is undertaken are described below:

CHILDREN

- 7.3. The number of children receiving additional support
- 7.4. Child achievement, e.g. monitoring reports or review notes, impact of interventions
- 7.5. Feedback from children

PARENTS

- 7.6. Class teachers consult the SENDCo for further advice and support regarding children causing concern. The SENDCo discusses what support has been provided to the child so far and the outcomes of this support. Parents' views will also be sought. If it is felt that a referral to external agencies would be beneficial, the SENDCo will meet with both the Class Teacher and the student's parent to discuss this possibility and if agreed the necessary referral forms will be completed with the parent. If a decision is made to consider adding a child to the SEN register; this will be discussed with the student's parents and, if applicable, with the child. Parents' views are regularly sought regarding provision made and the involvement of external agencies. If a child is added to the SEN register, they will be invited to attend IEP reviews and involved in discussing and agreeing support provided along with setting targets. Historical support is also discussed as appropriate. Parents are encouraged to attend IEP/EHCP review meetings, to share their views on the IEP and to sign the IEP. Children also attend IEP review meetings where possible and are encouraged to share their views and sign the IEP.

STAFF TRAINING

- 7.8. All staff actively promote inclusion. Outcomes from training attended by staff is disseminated during staff meetings and INSET days. The SENDCo also provides timely INSET at agreed staff meetings and during INSET days.
- 7.10. All staff are able to attend courses relating to SEND issues with the agreement of the Head Teacher.
- 7.11. All staff are responsible for ensuring that the needs of children with SEND are met and that barriers to learning are addressed.