



## AAT SPECIAL EDUCATION NEEDS and DISABILITY (SEND) POLICY

Last reviewed: Sept 2019

Next Review: Sept 2020

Approved by Committee

Nov 2019

### 1. INTRODUCTION

1.1 Alban Academies Trust policies are designed to support the ethos, aims and vision of the Schools within the Trust.

1.2 This policy sets out our rationale as the AAT and our broad goals; it defines SEND and makes clear roles and responsibilities in our schools. From Section 5 onwards, the policy sets out the commitments of the AAT regarding: how schools identify students with SEND and assess their needs; the provision for students with SEND and how this is implemented in schools; and the graduated response. This section will be supplemented by the **SEND Information Report**, which outlines school specific practices, a template for which is provided in the Appendix of this policy. The last part of the policy details how this report is monitored and reviewed.

### 2. RATIONALE

2.1 We believe that each student is unique and is entitled to the best possible teaching support and resources to maximise potential. The AAT is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

2.2 The aim of this policy is to inform all stakeholders as to how SEND students are identified and how the provision enables children and young people with SEND to have access to a full and varied curriculum. This policy also enables parents, carers and external agencies to work together with our schools so that the needs of children and young people with SEND are fully met.

2.3 This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice (2014, updated 2015) together with the Equality Act 2010.

### 3. BROAD GOALS

3.1 In line with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010 this policy will enable each school within the Trust to:

- identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
- ensure that every child experiences success in their learning and progresses to their best possible standard
- enable all children to participate in lessons fully and effectively
- value and encourage the contribution of all children to the life of the school
- work in partnership with parents
- work with the Local Governing Bodies to enable them to fulfil their statutory monitoring role with regard to SEND
- work closely with external support agencies, where appropriate, to support the need of individual students
- ensure that all staff have access to training and advice to support high quality teaching and learning for all students

### 4. DEFINITION OF SEND

4.1 The 2015 Code of Practice states: a person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. At compulsory school age, this means they have a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability, which prevents or hinders them from making use of facilities of

a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

4.2 Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 Authority (LA);
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

4.3 A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

## 5. ROLES AND RESPONSIBILITIES

### 5.1 The Special Educational Needs Coordinator (SENDCo)

The SENDCo is Ridgeway Academy: James Wyatt

Verulam: Polly Helliwell

Sandringham School: Chris Bloomfield

They will:

work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in their school

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care Plans (EHCPs)
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- advise on the graduated approach to providing SEND support
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all students with SEND up to date
- ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Body for publication in September.
- Ensure information for a summative AAT report will be shared at specific calendared data points for presentation at AAT committee meetings.

### 5.2 The SEND Governor and Local Governing Body

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- work with the Headteacher, SLT link and SENDCo to determine the strategic development of the SEND policy and provision in the school
- The Local Governing Body will:
- ensure the SEND Information Report is completed and agreed in the summer term for publication in September

### **5.3 The Headteacher**

The Headteacher will:

- work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND.
- ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in September

### **5.4 Class teachers**

Each class teacher is responsible for:

- the progress and development of every student in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCo to review each student's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

## **6. IDENTIFICATION OF SEND**

6.1 Students are identified through ongoing assessments by the child or young person's teachers, and are brought to the attention of the Special Educational Needs Coordinator (SENDCo) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness. (Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND).

The SENDCo will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

6.2 Special educational needs may relate to one or more of the following areas of need:

- communication and interaction
- cognition and learning
- emotional and social development and mental health
- sensory and/or physical needs
- medical conditions

## **7. PROVISION**

7.1. Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school.

7.2 Children may have special educational needs at any time during their school career and/or throughout their school career. This policy ensures that curriculum planning and assessment for

children with special educational needs takes account of the type and extent of the difficulty experienced by the child

7.3 Some students with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. Each child will be assessed by the school as required, and appropriate provision will be made based on their identified needs.

7.4 The special educational provision in place should follow the four-part cycle:

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

2. **Plan.** This is likely to involve the SENDCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. **Review.** The progress of students who are receiving SEND support should be reviewed termly and schools should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

7.5 Each AAT school will outline its SEND provision in their Information Report (see Appendix), which forms the basis of what the school and therefore the AAT offer.

7.6 Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded on school specific systems so that all staff are aware of their needs and strategies to support them in the classroom.

7.7 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on their school specific systems as requiring SEND support, will set up targets and will review these termly with parents to review progress.

7.8 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENDCo will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with Education, Health and Care Plans (EHCPs) under the 2015 Code of Practice will have clear targets, and have their progress reviewed termly with parents by a member of the teaching staff. Yearly targets set and reviewed at the annual EHCP review.

7.9 Schools will ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

## **8. IMPLEMENTATION**

8.1 In order for AAT to achieve its goals we will ensure that in each school:

- students' achievements are celebrated and their efforts recognised and rewarded
- advice, guidance and training is offered to other colleagues in the most effective methods of meeting a student's needs
- student's specific needs are established through the use of specific tests, national tests and any other appropriate testing, as well as through consultation with feeder schools, parents and students themselves
- a SEND database will be available to all staff working with children

- information is published about SEND students in September each year and updated as appropriate in the **SEND Information Report** published on school websites (See Appendix)
- students of all abilities have equal rights to admission through the AAT schools admissions policies ensures that
- staff work with partner schools and colleagues in other schools, or post 16 providers, to ensure the move is as smooth as possible
- lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and students
- the curriculum is differentiated and accessible to all students
- classwork and homework is set as appropriate to the student's abilities.
- in class support is provided, where necessary, for those students with special education needs within the constraints of resources
- staff set targets for students with Education, Health and Care Plans (EHCPs) and students who require additional support, in consultation with the students and parents. The targets and their implementation will be reviewed on a termly basis. This would be in addition to their normal consultation evenings.
- there is support for small groups of students that require additional support and one to one sessions are provided where appropriate
- extra-curricular activities extend to students with special education needs in line with our inclusive policy
- they seek to make buildings and facilities accessible to all students

## **9. GRADUATED RESPONSE**

9.1 In line with current legislation each school within the Trust will develop a graduated response procedure which details how individual students will be identified and supported to make progress in school.

9.2 If the individual continues not to make progress, the school, through the Headteacher and SENDCo will request that the Local Authority make a statutory assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer will decide whether the child needs an Education, Health and Care Plans (EHCP) to meet their needs.

9.3 An Education, Health and Care Plan (EHCP) is a legally binding document which sets out the provision the child must receive to meet their SEND. Each year the school must hold an annual review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

## **10. MONITORING AND EVALUATION**

10.1 This policy will be monitored and evaluated by the AAT QE committee, each local governing body, Headteacher, leadership team and the governor responsible for SEND and SEND staff through:

- annual reviews.
- monitoring of student progress against set targets, participation in extracurricular activities.
- school consultation meetings.
- evaluation and review of special curriculum provision
- internal and external audit.

**Suggested Working Template for SEN Information Report ('School Offer') as developed by reps from Herts parents and schools**

- 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- 2. How will school staff support my child?**

- 3. How will I know how my child is doing?**

- 4. How will the learning and development provision be matched to my child's needs?**

- 5. What support will there be for my child's overall wellbeing?**

- 6. What specialist services and expertise are available at or accessed by the school?**

- 7. What training have the staff, supporting children and young people with SEND, had or are having?**

- 8. How will you help me to support my child's learning?**

**9. How will I be involved in discussions about and planning for my child's education?**

**10. How will my child be included in activities outside the classroom including school trips?**

**11. How accessible is the school environment?**

**12. Who can I contact for further information?**

**13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**14. How are the school's resources allocated and matched to children's special educational needs?**

**15. How is the decision made about how much support my child will receive?**

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**