



SEND Policy

Statutory Compliance

Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities.
- Equality Act 2010: The school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- Equality Act 2010 Advice for Schools (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.
- Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education.
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The SEND Policy will be reviewed every year.

However, if there are significant changes to context or personnel, this will be amended sooner.

The SEND Information Regulations will be updated annually as required by current legislation.

Definition and Inclusion

Definition of Special Educational Needs and Disability. The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: "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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

“A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.” (Section 1: xiii; xiv, xvi)

Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Inclusion Statement

Flourish With Us believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and wellbeing of every child matters, and creating and sustaining an inclusive culture is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best; 
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training. Special Educational Needs and Disability Code of Practice, 2015.

POLICY PRINCIPLES AND OBJECTIVES

Policy principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Flourish With Us is committed to the following key principles:

- All pupils with SEND must have their needs routinely met.

- Early identification and early intervention are essential for ensuring better outcomes for pupils.
- Raising the achievement of pupils with SEND is a whole-school responsibility.
- All pupils are encouraged and supported to be active partners in the decision making about their education.
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and wellbeing of their child.
- All pupils with SEND should have the opportunity to learn alongside their peers in a fully inclusive environment.
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress.
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need.
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family.
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money.
- Systems for monitoring and evaluating developments in SEND support improvement in pupils' learning and provide appropriate challenge.

Our objectives are:

- To identify, at the earliest possible opportunity, any barriers to learning and participation for all pupils, make an early, accurate identification of SEND need and monitor, evaluate and review those needs on a regular basis.
- To work in partnership with our community of schools and professionals in the surrounding areas.
- To work in partnership with parents/carers.
- To offer places where agreed by all professionals and parents and the local authority subject to all being in agreement.
- To value and encourage the contribution of all pupils to the life of the school.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

ROLES AND RESPONSIBILITIES

The Headteacher

The Headteacher holds overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with SENCO and individual staff members
- regular meetings with the SENCO
- discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCO)

The SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map all pupils' individual special educational needs - identifying relevant funding streams and those awaiting assessment for a new Education, Health and Care Plans (EHCP).
- Coordinating provision for pupils with SEND.
- Liaising with and advising teachers, offering professional support.
- Contributing to the in-service training of staff.
- Implementing a programme of annual review for all pupils with an EHCP.
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an EHCP when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support.
- Monitoring the schools system for ensuring that Individual Learning Plans and Pupil Profiles have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners.
- Meeting at least termly with the whole staff team to review and revise the Individual Learning Plan and the Pupil Profile.
- Meeting at least three times a year and consulting sensitively with parents and families of all pupils keeping them informed of progress and listening to their views, in conjunction with staff members; ensuring all pupils receive high quality teaching and appropriate support for their needs.

- Liaising closely with a range of outside agencies to support pupils as necessary

Class Teacher / Support staff liaise with the SENCO to agree:

- appropriate Pupil Profiles and Individual Learning Plans;
- the daily implementation of this policy
- the most effective interventions and outcomes to meet identified need.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of a wide range of abilities, aptitudes and interests of the pupils and their preferred learning styles.

Curriculum Support and Provision

Flourish With Us provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the pupils as identified through their EHCP, school based SEND support plan or additional supporting information on entry to the school.

Curriculum support and provision is also achieved by: continually identifying and assessing individual pupil's needs; reporting pupils' needs and actions required to all members of staff, including support staff; providing an appropriate curriculum, taking into account:

- national curriculum programmes of study
- continuity and progression
- Key Stage or departmental development plans
- access arrangements

Delivering an appropriate curriculum, taking into account:

- suitable and, where possible, motivational teaching materials
- effective, differentiated teaching strategies and methods to address individual pupil needs
- a supportive and safe learning environment
- encouraging positive self-image and independence

Providing learning support through:

- curriculum and technological development
- bespoke training and INSET
- targeted expertise within the school and consulting with outside agencies where appropriate

- monitoring individual pupil progress and making revisions as and when necessary
- ensuring parents/carers understand processes and systems within the schools and involving them as fully as possible in the support of their child's learning and progress
- supporting and enabling pupils to actively participate in all decision making processes and contributing, as appropriate, to the assessment of their needs, to review meetings and transition processes
- making regular reports to the Headteacher regarding SEND issues to aid the implementation of processes and procedures for improvement
- effective collaboration between support staff, therapists and teachers
- effective communication and dialogue with parents/carers and pupils
- observation and monitoring

Assess, Plan, Do, Review SEND Support

Assess, Plan, Do, Review There are four distinct categories of SEND need as identified within the Code of Practice 2015:

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

In line with the Code of Practice methodology of Assess, Plan, Do, Review children with SEND are identified as early as possible.

Staff members are continually aware of children's learning and the progress of every child is routinely monitored as part of the daily teaching and learning and formally assessed every half term. Where a pupil does not make expected progress, in spite of quality first differentiated teaching, additional agreed support strategies are put in place. All concerns are shared with parents and individual learning plans are reviewed regularly.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Once a pupil's needs have been correctly identified and any external assessment information has been used to plan for the best 'next steps', the Headteacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the assess, plan, do, review' cycle. However, as part of the review process within the Code, regular formal reviews will be available with the SENCO. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHCP.

At every stage of the SEND process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

Complaints

Flourish With Us works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the Complaints Procedure.

Monitoring and Evaluation

The degree of the success of this SEND Policy and its implementation will be evaluated using the following indicators:

- Recorded views of pupils, parents and carers
- Recorded views by teachers on pupil progress
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests or other assessments carried out where appropriate and examination results
- The SENCO's annual self-evaluation and auditing of policy into practice
- Feedback from staff members
- Feedback from external agencies
- The number of supportive observation and comment or complaints received

Equal Opportunities

Flourish With Us is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. As a values led learning environment, we promote self and mutual respect and a caring and non-judgmental attitude throughout the school.