



SEND Policy

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1. Introduction

The CORE Education Trust Special Educational Needs and Disabilities (SEND) Policy works alongside and in conjunction with The Local Offer offered by Birmingham Local Authority and other Trust and school policies. It is fully embedded in the Teaching and Learning policies of each school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEND Code of Practice** (which takes account of the Special Educational Needs (SEN) provisions of the SEN and Disability Act 2001) 2015
- **Equality Act 2010**
- **Children and Families Act 2014**

2. Aim

The aim of this policy is to raise the aspirations, expectations and progress of all children with SEND and ensure procedures are in place to facilitate the effective development and progress of children with SEND.

3. Objectives

The objectives of the SEND Team within each school is:

- To adopt a co-ordinated approach to the learning needs of individuals by promoting High Quality First Teaching to ensure children achieve their potential.
- To ensure access to the curriculum for all children.
- To provide support and advice for all staff working with children who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, January 2015.
- To develop and maintain effective partnership and high levels of engagement with parents.
- To operate a “whole child, whole school” approach to the management and provision of support for children with a special educational need and or disability, including medical needs.
- To identify and provide for children who have special educational needs and additional needs including the use of outside agencies and support services.

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4. What are Special Educational Needs?

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision”. Code of Practice 2014

In line with the Code of Practice (2015) provision for children with SEND is a matter for the academies/schools as a whole.

5. Identifying Special Education Needs

Occasionally children experience a delay in their learning and may not make expected progress for a variety of reasons. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Where children are not making expected progress, professional discussions within school will take place. Parents will be informed of progress regularly through the reporting cycle.

We recognise that progress and attainment can also be affected by factors other than special educational needs e.g.

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors

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- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

The Code of Practice describes four broad categories of special educational needs as:

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, mental and emotional health
- 4 Sensory and /or physical

If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should contact the Special Educational Needs and Disabilities Co-ordinator (SENCO). The SENCO will observe the child, and complete appropriate assessments. The SENCO will then follow a graduated approach to SEND support. The SENCO will contact the parents so they are involved from the first step.

6. A Graduated Approach to SEND Support

6.1 Quality First Teaching

Children should receive:

- Quality First Teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

6.2 Referral to SENCO

Where staff have evidence that certain children are not making adequate progress, despite Quality First Teaching, a referral can be made to the SEND department. This will clearly indicate previous interventions; and / or concerns raised by parents/carers or information from the child's previous school. This referral will be initially raised with the

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Head of Faculty or Head of Year before being passed to the SENCO. The referral form can be found on the staff portal in the SEND section or the SEND handbook.

The Code of Practice describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and his/her peers
- Prevents the attainment gap growing wider

6.3 Intervention

Once a potential special educational need is identified, four types of action will be taken to put effective support in place. This will be done in consultation with parents/carers/children as appropriate.

The SENCO will then start the 4 step cycle outlined below;

- 1) Assess
- 2) Plan
- 3) Do
- 4) Review

At this stage the child will be placed on the SEND Register under "SEND Support indicated K" and a learner support plan will be completed. This will provide details of the child's difficulty and the SEND intervention provision. All students will also have their own set of personalized strategies which will be found in their passports.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. These services include Pupil and School Support (PSS), The Communication and Autism Team (CAT) and Physical Disabilities Support Service (PDSS), Occupational Therapy (OT), Educational Psychologist.

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Individual child progress at SEND Support Level (K) will be monitored in line with the whole school assessment policy.

If a child is placed onto the register parents will also receive a letter informing them of this.

6.4 Request for Statutory Assessment

If despite the interventions stated above, the child is still not making adequate progress, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO, in conjunction with the Parents and other Specialist Services, following the legal assessment procedures. This is outlined by Birmingham's Education, Health and Care pathway.

Where the Local Authority receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

7. SEND Register

If an intervention is required, then the child will be placed on the SEND register as SEN support (coded as K). Parents/carers will be invited to contribute to the assessment stage following which, a plan will be agreed. The intervention detailed in the plan will be actioned and reviewed with the child and parent/carer. The review may be a meeting at parents evening, via phone contact or at an arranged time. All children identified as having an SEND need as stated above, will be named on the SEND register. The register will be updated regularly and published to the staff at the school at the start of each term.

Children with an Educational, Health and Care Plan (EHCP) will be shown on the SEND register. These children will have diagnostic/assessment paperwork detailing their difficulty. There will be an Annual Review for each child with a statement/EHCP child, and two interim reviews each school year.

Parents / Carers, the child, SENAR, Key staff in school and any outside agencies will be invited to attend these meetings.

8. Criteria for Exiting the SEND Register

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Children will be removed from the SEND Register when the desired outcome from the intervention has been achieved. This will be decided at the review meeting and a letter will be sent home to parents/carers to inform them of this.

9. Supporting Children and Families

We fully appreciate the importance of working in partnership with parents/carers and encourage them to contact the SEND team with any concerns. We have regular contact with parents/carers through review meetings, parent evenings and open evenings.

Further information:

- Parents are encouraged to look at the Birmingham local offer (regulation 3a) which can be found on the Birmingham Council website.
- Further information can be found on the school website in the SEND School Information Report
- Our school admission arrangements can be found on our school's website.
- SEND children are assessed for exam access arrangements in line with the JCQ regulations. This is coordinated by the SENCO.
- Transition across key stages for vulnerable children is supported by the SEND team.
- A transition and/or induction programme will be arranged for vulnerable SEND children
- The effective transfer of SEND information and files to/from institutions at which the SEND child attends will be made promptly in line with requirements.

10. Support and Services for Parents/Carers and Children with SEND

- Birmingham SEND Parent Partnership
- Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>

11. Training and Resources

Support/Resources offered for children with SEND are outlined in the Local Offer.

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- Where personalised budgets have been awarded, parents/carers will, in consultation with the school, discuss the best way to use these to ensure progress against EHC plan targets are made.
- All teachers are trained in High Quality Teaching First.
- All staff are trained to support children with SEND.

12. Roles and Responsibilities

The Local Governing Body in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. In addition to this, they will:

- 12.1 Ensure that the policy complies with the Code of Practice 2015
- 12.2 Ensure that the policy and its related procedures and strategies are implemented
- 12.3 Nominate a SEND governor. The SEND governor will receive regular progress reports and provide feedback to the governing body

Special Needs Coordinator (SENCO) has delegated responsibility for:

- 12.4 Leading the approach to SEND and reviewing its effectiveness.
- 12.5 Liaising with the SEND governor.
- 12.6 The overall day-to-day co-ordination of Special Educational Needs provision in line with EHCP's/Statements and individual needs.
- 12.7 Updating the SEND register and overseeing the records of all children on the SEN register.
- 12.8 Coordinating the work with external agencies including the Educational Psychologist Service and other support agencies.
- 12.9 Liaising with partner schools/institutions.

Classroom teachers have responsibility for:

- 12.10 Providing a suitably differentiated curriculum that meets the needs of children on the SEND register.
- 12.11 Providing high quality first teaching and being accountable for the progress of SEND students within their classes.

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- 12.12 Knowing the needs of individual children in their classes
- 12.13 Helping to identify the individual needs of children
- 12.14 Liaising with SENDCO, Deputy SENDCO, Designated leaders and Pastoral/Safeguarding Team

Form tutors (within the secondary context) have responsibility:

- 12.15 To support all children within their form
- 12.16 To liaise with the SENCO/Deputy SENDCO regarding the education of children in their form.

13. Dealing with Complaints

In the first instance, any complaint regarding SEND support should be discussed with the SENCO. Then the whole school complaints policy should be followed.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the Trust's own complaints procedure.

14. Reviewing the Policy

The SEND policy will be reviewed annually by Governors. Parent governors will be involved in this process.

This policy also links to the following policies:

- Attendance
- School Behaviour and Rewards
- Safeguarding/CP
- E-Safety and Acceptable Use
- Managing Medical Conditions Policy



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