



Special Educational Needs & Disabilities Policy

Reviewed – May 2022
Next Review- May 2023

Lead Person: Rachel Clarke (SENDCo)

Our Academy Approach

We are an inclusive setting with an ethos and genuine belief in all children achieving their full potential and fostering a life-long love of learning. We seek solutions to any and all barriers to learning for all our pupils. We recognise that many pupils may have a range of barriers to learning at some time in their academic career including those of social and emotional origin and by implementing this policy we will be able to support them in an appropriate way. We believe that pupils with Special Educational Needs and Disabilities (SEND) add richness to the diversity of the academy.

What exactly do we mean by ‘Special Educational Needs’?

We adopt the legal definitions of **Special Educational Needs (SEN)** taken from **section 20 of the Children and Families Act 2014**.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

Pupils with a physical disability are not regarded as having SEN when the difficulties are not a barrier to learning. However, adaptations and support will be provided to ensure that the physical disability does not become a barrier to full participation in the learning experience.

More details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More details about Nottinghamshire's SEND Local Offer can be found at:

www.nottinghamshire.sendlocaloffer.org.uk

The Academy's Local Offer is available on the website:

<https://www.thecarltonjunioracademy.org.uk/>

Primary Need

Where we refer to the child's 'Primary Need', this is the child's main identified barrier to learning. It is recognised that some pupils may have more than one barrier however one 'Primary Area of Need' will be identified. The Primary Need will be one of four broad areas in line with the Code of Practice 2014.

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

Our Aims

- To recognise and celebrate every child's potential for success
- To seek the views and involvement of pupils with SEND as far as possible, with decisions to ensure that they can take as full a part as possible, in all activities with barriers identified and reasonable adjustments implemented (Equality Act 2010)
- To ensure that parents/carers of pupils with SEND have information and an understanding of their child's progress and attainment, and are actively involved in decisions affecting their child's provision and learning experience
- To ensure there is an atmosphere of tolerance and understanding of pupils with SEND where all pupils recognise and celebrate their differences

Our Objectives

- Identify and act at the earliest opportunity to minimise the impact of barriers to learning on a child's academic, social and emotional progress, using a range of sources of information from parents/carers, teachers and teaching assistants, outside agencies, assessments and information from previous placements

- Continuously and rigorously monitor the progress of all pupils in order to aid the identification of pupils with SEND, ensuring all pupils reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND will as far as possible, have full access to a broad and balanced Curriculum. This will be co-ordinated by the SENDCo and Curriculum Leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets and needs are being met
- Work with parents/carers to ensure they are kept informed of their child's progress, attainment and have meaningful involvement in decisions affecting their child's provision and learning experience. Ensure SEND practices and procedures are understood.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the academy alone
- Create an environment where pupils feel safe to voice their opinions of their own needs

Responsibilities for SEND

The SEND team is as follows:

- The SENDCo is Rachel Clarke
- The SENDCo Administrator is Julia Phillips
- The named governor for SEND is Beth Hunter

Role of the Local Academy Board

The Local Academy Board will:

- Support development and annual review of policy in line with the requirements of the Code of Practice
- Ensure a SENDCo is in post at The Carlton Junior Academy
- Name a Governor with responsibility for SEND, appointed by the Local Academy Board
- Ensure ready access to the policy by all stakeholders including supply staff
- Ensure that provision for pupils with SEND is of a high standard and that they are fully involved in all aspects of academy life
- Ensure pupils with SEND and their families have a voice and that their views are accounted for in policy and provision
- Ensure the Local Offer and SEND policy is published on the website and updated annually

The Governor for SEND must ensure that he/she:

- Contacts the SENDCo on a termly basis to receive updates on SEND
- Supports the SENDCo with decision making process and acts as a 'critical friend'
- Keeps up to date with new developments in SEND

- Visits the academy to observe SEND practices (annually)
- Supports the SENDCo in reporting to the Local Academy Board

The SENDCo's responsibilities will be to:

- Determine the strategic development of SEND policy and provision with the Headteacher and Local Academy Board
- Take day-to-day responsibility for the operation of SEND policy and provision
- Work closely with other agencies to meet the needs of pupils and their families
- Carry out analysis and assessment of the pupils' needs or initiate outside agency involvement in this process, as appropriate
- Monitor the quality of teaching and standards of pupil achievement
- Work with class teachers and support staff to ensure that provision is matched to the needs of the children
- Help to establish appropriate targets, Behaviour Support Plans and care plans
- Develop, manage and review provision, liaising with external agencies as appropriate including the Family and District SENDCos
- Develop and maintain positive and constructive relationships with parents/carers
- Listen to and implement the views of pupils with SEND when forming and implementing SEND policy
- Keep up to date with new developments by attending courses and then disseminate information to relevant staff including Headteacher and Local Academy Board as necessary and at least annually
- Organise training for all staff as required
- Ensure parents are informed of their child's progress and provision and that they understand and are supported with SEND processes
- Co-ordinate the deployment of TAs to support pupils with SEND
- Prepare bids for additional funding
- Maintain Education Health Care Plans, ensuring that they are reviewed annually
- Work with the Local Authority and families to prepare and maintain pupil Education Health Care Plans
- Ensure the Local Offer is in place and is published on the website and updated annually

Role of SENDCo Administrator

The SENDCo Administrator will act to support the SENDCo in her responsibilities as appropriate and as directed by the SENDCo. Such tasks will include the undertaking of record keeping and administrative tasks and in the absence of the SENDCo, attending meetings/training and liaison with parents/carers and outside agencies.

The Role of the Class Teacher

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENDCos and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.' Code of Practice (section 6.5)

Teachers will ensure that teaching is of the highest quality with tasks adapted to support the progress of individual pupils. The progress of pupils who receive teaching from other adults will remain the responsibility of the class teacher whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- Collaborating with the SENDCo to decide any action required to assist pupil progress, keeping and sharing quality records and data as requested by the SENDCo when required
- Developing and meeting appropriate targets, Care Plans and Behaviour Support Plans as appropriate
- Ensuring pupils with SEND have access to a teacher-led broad, balanced and appropriately scaffolded curriculum
- Developing constructive relationships with parents/carers which support their understanding of SEND policy and processes, ensuring that they are fully involved in decisions about their child's provision
- Listening to and acting on the views and opinions of pupils with SEND
- Working closely with TAs to ensure pupils with SEND reach their full potential
- Liaising with outside agencies when directed by the SENDCo
- Having knowledge of the Local Offer and using this information to support families as appropriate

Partnership with Parents/Carers

In line with the SEN Code of Practice 2014, we firmly believe in developing strong partnerships with parents/carers and recognise the impact of this on a child's ability to achieve their true potential. The academy recognises that parents have a unique overview of the child's needs and how best to support them.

Parents will:

- Have access to the SEND Policy and Local Offer in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by the class teacher with the support of the SENDCo
- Be fully involved in decision making through the invitation to Structured Conversations three times a year with the class teacher/SENDCo/outside agencies
- Be supported in understanding the roles of other professionals and SEND practice by the SENDCo

Pupil Voice

Pupils are at the centre of the decision making and assessment processes. We highly value their ideas and opinions regarding their setting and learning experiences. It is essential that every pupil with SEND agrees the strategies and targets set for them in order for them to have ownership of and responsibility for their learning.

Pupils will be:

- Invited to offer ideas and opinions at Structured Conversations, developing targets with parents/carers and the class teacher
- Given access to a member of staff to discuss any difficulties or concerns

- Given opportunities for choice and decision making by regular discussions with their adults
- Supported in understanding the roles of other professionals by the SENDCo, TA or class teacher
- Invited to evaluate their own progress through discussions at Structured Conversations, with teachers, parents/carers, TAs and through self-assessment opportunities

Identifying when a child has SEND:

Pupils identified as having SEND are as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have access to the Curriculum at their level and are integrated into all aspects of the academy. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo and outside agencies when appropriate, will ensure that those pupils requiring different or additional support are identified at the earliest opportunity.

The academy adopts a graduated approach:

'School Support'

This is the first level of identification to support any pupil causing concern due to a barrier (this may be a social, emotional or mental health issue) that may or may not yet be clearly identified. It may also include pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and/or make a slower rate of progress requiring actions over and above that of peers, in order to maintain or make small steps of progress.

At the earliest opportunity, the SENDCo will be consulted by the class teacher to discuss strategies and support, informing parents/carers and involving them in the identification of barriers, target setting and monitoring process.

Parents/carers will be fully informed at every stage of their child's development and the circumstances under which they are being monitored by the class teacher/SENDCo. They are encouraged to share their knowledge of the child with the academy.

Pupils' barriers will be overcome primarily through adaptations to the 'Quality First Teaching' strategy such as careful scaffolding, short term 'Catch-Up' programmes and the involvement of parents/carers in setting targets through termly Structured Conversations.

If a pupil has recently been removed from the 'SEND Support' list they may also fall into this category as continued monitoring will be necessary.

Pupil progress and the success of intervention and implementation of strategies will be closely monitored and action taken to redirect strategies where the impact is not positive. When this level of support is not resulting in a closing gap or maintained gap with peers the pupil may move to the next level of support.

SEND Support (SS)

This is the next level of support. At this level, programmes of support are increasingly bespoke. There may be a greater need for smaller ratios of support. Outside agencies may be requested to inform decisions around approaches to learning or to clarify barriers. There may be a request for additional financial support to fund more bespoke/longer term programmes of intervention, greater levels of support, specialist equipment and sources of support etc. Support is more likely to be over a longer term.

Referral for Education Health Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment for Education Health Care Plan which can be requested by the academy or a parent/carer. This will occur where the complexity 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 decision to make a referral for an EHC plan will be taken at a progress review with the SENDCo present.

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the plan, if it differs from their preferred choice.

Once the EHC Plan 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/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The LA will inform the Head teacher at the beginning of each term of the pupils requiring reviews. The SENDCo will organise these reviews and invite appropriate stakeholders which may include:

- The child's parents/carers
- The child, if appropriate
- The relevant teacher
- The Head teacher
- A representative of the LA
- Any other person the LA considers appropriate

- Any other person the SENDCo considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the plan targets
- Review the provision made for the pupil in the context of the National Curriculum and attainment of age related expectations in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new objectives for the coming year

Year 5 reviews will indicate the provision required in secondary school. At Year 6 reviews, the SENDCo of the secondary school will be invited to attend. This enables the receiving setting to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with secondary colleagues.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire (Previously Parent Partnership Service):

0115 8041740

enquiries@askusnotts.org.uk

www.askusnotts.org.uk

The Process

At both SA and SEND Support, this four-part process is followed as part of target setting with parents/carers:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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/carers and previous placements. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the pupil is progressing.

There will be at least a termly review to ensure that support and intervention is matched to need and ensure barriers are clearly identified and being overcome with appropriate developing and evolving interventions in place. The assessment of need may be supported by external support staff if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve a termly consultation called a 'Structured Conversation' between parents/carers and the class teacher. The SENDCo/parent/carer may also invite external agencies to support the planning processes.

The purpose of the meetings is to agree and clarify adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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.

At the meetings targets will be agreed.

Up to 3 SMART (Small, Measurable, Achievable, Relevant and Time limited) targets will be agreed and reviewed termly at the 'Structured Conversation', set within the following three areas:

Do

The class teacher remains responsible for working with the child on a day-to-day basis and the progress the child makes. They will retain responsibility even where the interventions may involve teaching away from the main class teacher. They will work closely with teaching assistants/relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs, problem solving and advising of the implementation of effective support will be provided by the SENDCo or other appropriate agency, arranged by the SENDCo.

Evidence of success in progress towards achieving the targets set at the termly meetings with parents/carers will be collected in an Achievement Book. This will include a minimum of 2 pieces of evidence per term for each target, which can include photos with explanation, post-it notes quoting evidence, pieces of work, tick charts, parent comments etc.

Intervention

The SENDCo in collaboration with the class teacher, TA, pupil, parents/carers and where appropriate outside agencies, will decide the action required to help the pupil progress. Based on the results of previous assessments of ability, aptitude and attainment the actions might be:

- Full-time education in classes, with additional help and support from class teacher/TA through a differentiated curriculum
- Deployment of a TA to work with the pupil 1:1 or in small groups

- Provision of alternative learning materials/special equipment including IT
- Bespoke programmes of catch-up implemented by the teacher
- Staff development/training to undertake more effective strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment, or staff training, carry out specific assessments and report to parents/carers
- Programmes of work advised by outside agencies to support whole child development such as OT, SALT etc.

Clear assessment at the beginning and end of the intervention will demonstrate success and be monitored by the SENDCo, with class teacher and TA support.

Care Plans will be shared with all staff and consider advice from relevant health agencies and take into account the views of parents/carers and the pupil.

Review

Reviews will be undertaken at the start of each Structured Conversation with the pupil present (5-10 minutes), in line with agreed dates. The child will be invited to share successes and work completed towards the targets with the parents/carers. They will be asked about their views on the support given and impact on progress; possible new areas for improvement, the type of support required and what helps them to learn best. These views will be considered by the adults when setting the next targets. The review process will evaluate the impact and quality of the support and interventions. Interventions or support that have not had impact on progress will not be repeated. The class teacher, parent/carer will set the next targets. These will be shared with the pupil after the meeting either by the parent/carer or class teacher. The SENDCo and outside agencies when appropriate, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil. The parent/carer will receive a copy of the new targets for reference.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision, we encourage feedback from staff, parents/carers and pupils throughout the year at review meetings and at parents' evenings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 by the SENDCo, supported by the Assessment Leader and Subject Leaders.

Progress in all areas of the curriculum, social and emotional aspects of learning and development of life-skills are crucial factors in determining the success of provision. All teachers are responsible for monitoring progress.

Successful provision aims to:

- Narrow the attainment gap between pupils with SEND and their peers
- Prevent the attainment gap widening
- Be on a par with pupils starting from similar base line but less than most of peers
- Equal or improve upon the pupil's previous rate of progress
- Ensure that a child enjoys full curricular access

- Show an improvement in a child's social/life skills
- Show an improvement in a pupil's behaviour/attendance
- Be satisfactory to the pupil and parents/carers

SENDCo Monitoring

The SENDCo will monitor SEND provision at a number of levels.

Monitoring will take place at least termly through a variety of pathways such as: lesson observations, work/planning/record keeping scrutiny, pupil interviews, learning walks, target monitoring, data analysis and governor visits. The SENDCo will undertake monitoring of pupils with SEND and report to Headteacher and Governors at least yearly.

Monitoring will focus on:

- Attainment of age related expectations
- Progress from baseline assessment data
- Quality of teaching
- Record keeping
- Appropriate Target setting
- Relationships with parent/carers and their involvement in provision
- Effectiveness of intervention

Monitoring will inform future planning for improvement and CPD for staff.

Resources

All pupils with SEND will have access to Element 1 and 2 of the academy budget which equates to £6,000 (Place Funding). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (AFN). (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority (HLN – Higher Level Needs Funding). This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Each year a proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.

The academy has a dedicated Sensory Room. A medical room with shower facility and disabled toilet are also available.

Resources will be requested for children with specific needs such as physical needs, following assessment by Inclusion Support/Occupational Health. These agencies will decide whether or not a child is eligible for personal technology equipment.

Staff Development

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo has the SENDCo Award.

The SENDCo attends relevant courses, Family SEND meetings, disseminates information and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff in SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to our development priorities and those identified through the use of provision management.

Links with Other Services

The academy continues to build strong working relationships and links with external support services (such as Schools & Families Specialist Services, Gedling Area Partnership, the Healthy Families Team, EPS, PSED, Early Help Team, CAMHS, SALT) in order to fully support our pupils with SEND and aid inclusion.

Higher Achieving Children

We recognise that exceptionally bright children also have special needs that require adaptation of the curriculum and possible resource allocation, in order to fulfil their potential.

Links with other schools

The academy is a member of the Redhill Teaching School Alliance. Our SENDCo is a Redhill Leader of Education (RLE) for SEND. This enables us to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The SENDCo will coordinate transition of pupils with SEND to both new placements and into Carlton Junior Academy, ensuring a clear and appropriate plan is agreed between settings, the young person and parents/carers. The SENDCo, supported by the Family SENDCo, will seek to secure funding to support this process where appropriate.

Transition plans may include extra visits to schools, sharing of information through hand-over of pupil files, meetings around the child for teaching assistants, teachers, parents/carers and appropriate others such as outside agencies, preparation of photobooks, maps and visual supporting material.

During the summer term, we endeavour to facilitate 'hand-over', structured conversation meetings between the parent/carer, current teacher and receiving teacher.

Our SENDCo is also the SENDCo for The Carlton Infant Academy.

Admissions (*Please refer to the Admissions Policy*)

Our Local Authority is Nottinghamshire County Council. The admissions policy is determined and administered by the academy, except for end of key stage admissions which remains the responsibility of the Local Authority. The academy is committed to being fully inclusive and to addressing the needs of all children, including those with SEND. The admission arrangements for *all* pupils are in accordance with national legislation, including

the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Where a child requests admission and has clearly identified needs, we reserve the right to delay/phase in the child's full time admission to enable us to put appropriate support and safeguarding arrangements in place to meet the child's individual needs, e.g. recruit staff, purchase equipment to organise/adapt teaching areas/apply for emergency funding, carryout risk assessment etc. The SENDCo will consult fully with parents/carers, the LA and involved agencies to ensure a smooth and timely, planned admission.

Arrangements for Complaints

We are always happy to talk with parents/carers and to listen to any concerns they might have. In the first instance, the class teacher can offer support. If this does not satisfy the concern, please make an appointment to speak to the SENDCo Rachel Clarke or Sharon Wood, HT. If the HT cannot resolve the issues and you wish to make a formal complaint, you should follow the academy complaints procedure available on the website.

Criteria for Success

The following are the criteria to be used to evaluate the success of the SEND Policy:

- That everyone knows about the policy and follows procedures outlined in it
- That pupils with SEND are identified quickly
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well-informed and involved in identifying, monitoring and recording progress in their learning, as appropriate
- That provision is matched to pupils' needs as far as possible
- That there are close links with the Inclusion Services and other external support services and the academy

This policy operates in accordance with the Equal Opportunities Guidelines.