



SEND Policy

to be read in conjunction with the following policies:

SEN Code of Practice May 2016

Inclusion Policy (Including Positive Handling)
Behaviour Policy and Procedures
First Aid Policy
Blowing Policy
Recruitment

Health & Safety Policy
e-Safety Policy
Safeguarding Pupil Welfare Policy Whistle-

1. Rationale

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

As part of using its 'best endeavours', the Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing on support from outside services. The approach set out in this chapter sets out key elements of how this should work in practice.

1.1 Maltby Lilly Hall Academy is committed to providing an appropriate and high quality education for all students attending our Academy. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life.

1.2 We believe that all pupils should be equally valued in the Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where people can flourish and feel safe.

1.3 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.4 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are looked after by the LA
- Others such as those who are sick; those who are young carers; those in families under stress; those on free meals.

1.5 This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, disability, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the Academy.

2. Special Needs Department

2.1 Roles and Responsibilities

2.1.1 The SEND Department of the Academy has a pivotal role to play in facilitating and coordinating the whole Academy approach to special educational needs. The SEND Team, which includes specialist Teaching Assistants, works in partnership with all staff in their various roles as class teachers, and Managers to ensure the effective and efficient implementation of the academy policies on special needs.

2.1.2 The SENDCo has an important role to play with the principal and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENDCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual children with SEN, including those who have EHC plans.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Principal and Academy Governors that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

2.2 ORGANISATION

SENDCo

SEND Manager

SEND Governor

Pastoral Team

Pastoral Manager

Safeguarding Lead Person

Rotherham MAST

3. STATEMENTS OF POLICY

3.1 Identification, Assessment and Recording

3.1.1 Whole Academy Objectives:

- To ensure that the identification and assessment of pupils with special educational needs takes place as early as possible and as quickly as is consistent with thoroughness.
- To keep an Academy register of pupils with special educational needs in accordance with the 2014 SEN Code of Practice (6.6 P.85), and to maintain all records relevant to decisions made in relation to any pupil's registration.

3.1.2 Statement of Policy

To ensure early and accurate identification of special needs, the Academy will aim to have a range of procedures in place to cover the following:

- Registering concerns about pupils
- Collection of evidence from a variety of relevant sources
- Using relevant assessments

3.1.3 Identifying Special Educational Needs

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students.

The Academy will assess each pupil's current skills and levels of attainment on entry.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they will be given extra support.

At this early stage teachers may suspect that a pupil has SEND. While informally gathering evidence (including the views of the pupil and their parents) the Academy should not delay putting general teaching support in place where required. The pupil's response to such support can help identify their particular needs.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, should assess whether the child has a learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child.

3.1.4 Registering a Concern

On entry into the school the SENDCO and/or class teachers will liaise with parents and discuss and note the concerns about pupils with special educational needs.

Any concerns that emerge after the primary transition will be raised through the following academy procedures:

- **Class teacher Referral:** Class teachers should work with specialist support to identify where a pupil may be struggling with the demands of a course due to their SEND. Pupils who fall behind at school may have SEND, but should not be automatically identified as such just because they have lower attainment levels than their peers. Teachers must report concerns to the SEND team using the target books as their evidence record. The target books should have smart targets illustrating differentiated stages to prompt pupil progression. All class work will be marked with targets referenced.
- **SEN team network:** The Special Needs department will pass on concerns about individuals to the SENDCO through discussions or during designated department time.
- **Pastoral Team referral:** Concerns from class teachers and other staff may be referred to the pastoral team daily. The most appropriate provision would be discussed and a plan of action of how best to support would be agreed upon.
- **Parental concerns:** Parents' concerns about their children's special needs may be passed on by them, either through reviews and meetings or by contacting the SENDCO directly.

3.2 SPECIALIST SEND PROVISION

3.2.1 Whole Academy Policy

- To provide, for pupils with special education needs, access to a broad and balanced curriculum that is differentiated to meet individual needs high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- To provide additional intervention and support for pupils with special educational needs: SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.
- To provide teaching of basic skills for pupils with significant learning difficulties with aspects of literacy and numeracy to ensure a greater degree of learning independence.

3.2.2 Statement of Policy- Differentiation

- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. These need to be set in individual target books.
- Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- Potential areas of difficulty should be identified and addressed at the outset of work.

3.2.3 Teaching Assistant Support

In addition to quality first teaching and a differentiated approach, pupils' with SEND may also require extra attention and support for their learning needs. The main focus of this learning support from Teaching Assistants will be in the mainstream classroom where these pupils will be taught alongside their peers. The general objectives of in-class support:

- TA involvement in lessons proactively provides support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Adjusts activities according to pupil responses, to ensure differentiation and/or challenge.
- Monitors pupils responses to learning activities and provides feedback to the teacher
- Provides feedback to pupils in relation to progress and achievements, under the guidance of the teacher
- Show knowledge of subject and learning intention through use of questioning/learning tasks to check understanding and to facilitate progress.
- Promote a positive climate for learning and models good behaviour. Challenges behaviour and implements Academy standards.
- Establishes constructive relationships with pupils and interacts with them according to their individual needs.

- Demonstrates a good knowledge of SEND barriers in lesson and targets support appropriately to meet individual needs.
- Encourages pupils to work independently with others and engage in learning.
- Extends learning through differentiated tasks and progress is checked before moving onto next task.

It will be the responsibility of the SLT and the SENDCo to establish a framework of learning support across the curriculum. The allocation of Teaching Assistants to classes will depend both on **pupil priorities**- to meet the requirements of pupil's statement and to meet the needs of other pupils on the Academy's SEN register.

There will be circumstances when individuals or small groups of pupils may need to be withdrawn from their mainstream lesson to receive learning support lessons.

When pupils have had prolonged periods of absence for emotional or medical reasons, there may be a need to reintegrate them gradually into mainstream. This graduated reintegration will be managed and monitored by the SLT.

3.4 Working with whole Academy Objectives: Involving Specialists

3.4.1 Whole Academy Objective

To seek advice and help from agencies, and work in partnership with them to meet the special needs of pupils.

3.4.2 Statement of Policy

Where a pupil continues to make little or no progress, despite well-founded support that is matched to the pupil's area of need; the SENDCo will consider involving specialists, including those from outside agencies.

The Academy may involve specialists at any point to advise them on early identification of SEND and effective support. The Academy will involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. The pupil's parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND support.

The SENCO and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress.

The educational psychologist

Educational psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and carers, and to other adults who teach and support them.

Within the Academy, the educational psychology service provides a wide range of services, including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence-based interventions. They provide on-going advice about children and young people with EHC plans. They also make links with wider community services and psychological therapies (mental health) especially in relation to child protection, Child and Adolescent Mental Health Services, and managing challenging circumstances and crises such as suicide, death, bullying and harassment. The SENDCo will liaise with the Education Psychologist and direct time as need requires.

Child and adolescent mental health services (CAMHS)

CAMHS are mainly local services that provide mental health assessment and treatment services to children, young people and their families. They also provide advice, consultation and support to other individuals and agencies involved in children's care. A range of professionals may work in CAMHS including therapists, nurses, psychiatrists, psychotherapists, psychologists and social workers.

Other roles which support children and young people with SEN

Occupational Therapist's

Occupational therapists help children and young people achieve or maintain their maximum level of independence and develop the practical life skills needed to participate to their full potential at home and in education.

Physiotherapists

Physiotherapists are concerned with a child or young person's balance, movement and co-ordination. In schools, the physiotherapist will advise the teacher and classroom assistant on activities which will be helpful, such as exercise routines and games which could be done during P.E. lessons.

Social Services

The Academy will cooperate at all times with Social Services when a pupil is either 'in need' or 'at risk' of significant harm.

Special educational units.

Liaison with special educational units will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some students who have needed to spend time at another establishment.

Other SEND Agencies

- Speech and language therapists
- Hearing Impaired Service
- ACT
- READ

- MAST

General Procedures

In all cases involving the above support services, the SENDCo will aim to observe the following procedures:

Decisions will be reached by the SENDCo in collaboration with the headteacher and the SLT.

Parental permission will be sought and a formal request for specialist support will be made.

Arrangements will be made to collect relevant information about the nature and extent of the pupil's problems and pass it on to the agency.

Arrangements will be made for external specialists to observe/assess/meet with pupils, parents and teachers.

Educational target books and provision will be adapted to take into account the specialist advice and support offered.

3.5 Working in Partnership with Parents

3.5.1 Whole Academy Objectives

To ensure that the Academy takes account the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.

To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

3.5.2 Statement of Policy

Parents of pupils with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of pupils with special needs may require and expect information in the following:

- The Academy SEND report via the website
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision making procedures
- Other services provided by the LA for Children in Need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services
- The Academy highly values a partnership with parents in obtaining the most effective provision for pupils with special needs. This partnership includes:
 - The Academy explaining to parents it's concerns about their children's special needs and

strategies that may be used to meet their needs

- Parents working with the Academy in creating a specialised programme and encouraging their children to take an effective part in them
- The Academy responding quickly to parental concerns about pupils special educational needs
- parents responding quickly to the Academy's request for their involvement in meeting their children's special needs
- The Academy and parents having joint meetings parents to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The views of the child will be included in this planning. This could be through involving the child in all or part of the meeting, or gathering their views as part of the preparation for the meeting. Following the meeting the SENDCo will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the pupil's record as appropriate.

3.6 Use of data and record keeping

Provision made for pupils with SEND is accurately recorded and kept up to date. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEND support that has been provided over the pupil's time in the Academy, as well as its impact.

The provision that the Academy makes which is additional to and different from that which is offered through the school's differentiated curriculum is recorded through pupil progress on O'track to clearly track and monitor a graduated approach. Recording information on O'track enables the SENDCO to maintain an overview of the collective programmes of individual children and young people and provides a basis for monitoring the levels of intervention and assessing the impact on progress. Phase leaders also provide an update and overview of the pupils showing concern.

The SENDCo will track and monitor SEND pupils' progress and data using O'track and pupil progress meetings (half termly). English and Maths data will be tracked to ensure pupils who are not making adequate progress are identified and interventions to support pupils make progress can be put in place.

3.7 In Service Training

3.7.1. Whole Academy Objective

To encourage all staff (teaching and non teaching) through both external and internal in-service training, to develop and reflect upon their understanding of special educational needs and their expertise in providing for pupils with such needs, in accordance with school development plans.

3.7.2 Statement of Policy

Teaching staff are encouraged to;

- Develop their understanding of special needs and the educational, social and personal implications for a pupil having special needs.
- Develop their teaching expertise in providing for pupils having special needs. Develop a secure knowledge of differentiation to provide high quality teaching for all pupils.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.

As the Academy continues to develop the use of Teaching Assistants, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising teaching assistants as an important resource to the Academy.

3.7.3 Academy-based Training

- All Teaching Assistants to attend and follow the MLT training plan

3.7.4 External training

- Courses aimed at the SEND department to develop policies and practice, and to examine new legislation and guidance in this area.
- External agencies provide training for teaching staff in school during Inset time.
- Courses for Teaching Assistants to develop their general understanding of SEN issues and to be trained in support strategies.

Maltby Manor Academy SEN Single Category Support- Graduated Approach

Once a potential special educational need is identified, the Academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

WAVE 1

Effective communication between the Special Educational Needs Co-ordinator & class teachers is paramount.

- Levels of progress are monitored and reviewed at regular intervals
 - Where pupils are falling behind or making inadequate progress, work will be differentiated or intervention groups may be devised.
 - At this stage teachers may suspect a pupil has SEND needs. The pupil's response to early differentiation can help identify their particular needs.
 - Where a pupil continues to make inadequate progress, despite first quality teaching targeted at their areas of weakness, the class teacher, working with the Special Educational Needs Co-ordinator (SENDCO) should assess if the child has a significant learning difficulty. Where this is the case further intervention is planned, both from within the Academy and through external agency assessments and interventions. Concerns may also be expressed by the support teacher. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school or by another professional such as a Doctor, or a Health or Social Worker.
- Progress continues to be measured and recorded to measure impact of differentiation and interventions including:
- Measurement against starting point
 - Measurement against previous rates of progress
 - The attainment gap between the pupil and their peers

Before identifying a child as needing SEND support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

WAVE 2

Following identification and initial strategies of differentiation if progress is still of a concern, it will be necessary to:

- discuss this with the child's parents or carers and collect relevant information
- the SENDCO may need to register the child on the special educational needs register
- if necessary the SENDCO, class teacher and parent /carer discuss what support can be given outside the classroom to help the child with their learning barrier. This might be something specific to the child in the form of an wave 2 target book with smart targets identified.
- Progress is monitored regularly and review meetings are an opportunity to revisit targets and set new ones.
- A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

- If the attainment/development gap between the child and their peers continues to widen it may be necessary to make an EHC plan referral

Plan

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher and the SENDCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the smart targets and measure the impact of the provision.

WAVE 3

In addition to Wave 1 and 2 in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree.

