

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

STATUTORY – REQUIRED ON THE WEBSITE

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Signature of Chair of Local Governing Body:  Ian Marshall	

1) Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities (SEND)

This policy complies with:

- Department for Education (DFE) 2015 SEND Code of Practice 0 to 25 years
- The Equality Act 2010
- Children and Family Act 2014
- DfE 2015 Transition to the new 0 to 25 special educational needs and disability system

1.1 Definitions

Pupils may be said to have a Special Educational Need or Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. A pupil has a learning difficulty if he/she:

- Has a SEND need which either prevents or hinders him/her from accessing use of educational facilities available in school

Pupils with a disability have special educational needs if they have any difficulty accessing education or the education environment and if they need any special educational provision to be made for them.

1.2 Statement of Intent

For all pupils to lead happy and fulfilled lives, to believe in themselves, achieve their academic and social potential, and to succeed in securing their future in education, training or the workplace.

1.3 General Principles behind the SEND Policy

Every pupil in the school has an entitlement to develop personally, socially and intellectually. Those children with Special Educational Needs and/or Disabilities should have access to high quality and appropriate education.

1.4 The Objectives of our SEND Policy

- To ensure pupils with special needs and disabilities can achieve success and progress
- To ensure that these pupils are identified and assessed promptly so that provision matches their need
- To ensure that pupils with special needs and disabilities are given full and equal access to a broad and balanced curriculum
- To provide interventions that are additional to/ different from the usual differentiated curriculum that are bespoke to individual needs
- To allocate appropriate resources to ensure that learners make the best possible progress
- To work collaboratively with parents/carers
- To ensure parents/carers are informed about their child's progress and attainments, are fully included in meetings and reviews, so that communication between parents/carers and school is effective
- To ensure that all pupils express their views and are fully involved in decisions which affect their education
- To work collaboratively with all external partners to fully meet the needs of the pupil

The success of the school's SEND policy will be judged against the objectives set out above.

2) Evaluating the Success of the SEND policy

The SENDCO will report to the Governing Body annually on the success of the policy. In evaluating the success of this policy, the SENDCO will consider the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Pupil Support Plan targets
- Use of standardised tests
- Evidence generated from SEND reviews
- Evidence of "Narrowing the Gap" in performance between SEND and Non-SEND pupils
- Service for Improved Schools Result Analysis

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

2.1 Identification of pupils with SEND

The school's identification and assessment procedures have regard to the DFE Code of Practice (see point 1).

Special Educational Needs and Disabilities are usually initially identified through liaison with primary schools, as well as ongoing assessment of needs throughout KS3 and KS4. Lord Derby Academy's identification strategies include:

- Observation
- Teacher assessment
- Discussions between subject staff, SEND staff or external professionals
- Discussions with parents/carers
- Discussions with the pupil
- Results of standardised and baseline tests

Parents/carers, subject teachers, pastoral staff, school screening, assessment programmes, external professionals such as, the School Health Practitioner, Speech Therapists and Social Workers, may also alert the school of a special educational need and the need for action when a special need is suspected.

When in school the following procedures will be followed:

- If SEND concerns are identified in school, parents/carers are informed by the SENDCO and Head of Year
- Information is gathered about pupils' needs. This may include learning difficulties or emotional and behavioral difficulties, pupil strengths and areas of development, and any possible health or medical issues. This information is then used by the SENDCO / Head of Year/ subject teacher to target areas of need and devise strategies to help.
- When a SEND concern is identified, school will continue to assess to determine the

- SEND need and establish the right programme of support
- Diagnosis and assessment results will be shared with parents/carers and the pupil

2.2 Transition from Primary to Secondary School

The school follows guidelines for the transfer of record systems and information between primary and secondary schools. The transition team will contact teachers of year 6 pupils in primary schools to identify children who will need extra support. This will be done in conjunction with the transition programme for primary schools.

The SENDCO or a representative may attend year 6 reviews of pupils with an Educational Health Care Plan if necessary, as well as arranging transition visits for SEND year 6 pupils.

There will be liaison meetings with the Head of Year, Transition Team, School Nurse, SENDCO and when possible, the Educational Psychologist and Attendance Officer to discuss the new intake during the summer term prior to entry.

The following procedures to screen and assess year 7 pupils will be followed:

- Consideration of KS2 assessments
- Reading level assessed using Online Assessment Test
- Diagnostic testing will be carried out as required
- Classroom observation to assess ability to access the work
- Consultation with subject teachers, form tutors and Head of Year to inform and share information when there is a concern.

2.3 Key Principles of Curriculum Access

Teachers will plan their lessons using differentiation of materials, tasks and outcomes so that all pupils have access to an appropriate, broad and balanced curriculum and to extra-curricular activities.

All subject teachers have a responsibility to see that the SEND policy is put into practice. Their responsibilities include:

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning
- Planning and delivering appropriate programmes of work with feedback from the pupil
- Identifying pupils who do not make the expected progress and responding to this

2.4 Graduated Response

When a young person is identified as having special educational needs, the school will provide graduated assessments and interventions to support the individual pupil needs. The school will initially make use of classrooms, school personnel and resources before bringing in specialist expertise. School will record the steps taken to meet the needs of individual children which will be outlined in their Pupil Support Plan (see point 2). Key information will be shared in meetings and annual reviews.

If a pupil is known to have special educational needs when they arrive at the school, the Headteacher, SENDCO, literacy and numeracy coordinators, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class



- Ensure that ongoing observation and assessment provides feedback about pupils' achievements to inform future planning of the pupil's learning
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents/carers in developing a joint learning approach at home and in school.

2.5 Triggers

A child may be identified for the following reasons:

- Academic progress gives cause for concern
- If they have a learning need which cannot be met within the usual resources of the class teacher
- If a pupil presents persistent emotional, behavioural or social difficulties despite employing behaviour management techniques usual to all pupils
- If they have sensory or physical problems and are not making expected academic progress
- If they have language, communication or interaction difficulties and are not making expected academic progress
- If they experience difficulty in accessing the curriculum or educational facilities

2.6 Pupil Support Plans

Strategies employed to enable a pupil to progress will be recorded within a Pupil Support Plan. This may include information about:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the Pupil Support Plan is reviewed).

Where a pupil has an Educational Health and Care Plan (EHCP), there will be a focus on three or four individual targets to match the pupil's needs. These targets will be reviewed at least twice a year when parents'/carers' views on their child's progress will be sought. The pupil will also be invited to contribute to the review process and be involved in setting targets.

2.7 External Professionals (see point 9)

The involvement of external professionals such as special needs advisory teachers, educational psychologists etc. is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents. At this stage external professionals will meet with and observe the pupil, so that they can advise subject and pastoral staff on targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for this could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematics skills

- Has emotional, behavioural or mental health issues/difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external specialist services (see point 9), the consent of the pupil's parents/carers will be sought prior to doing so. Those services will need to access the pupil's records (in accordance with the Data Protection Act 1998) in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the pupil directly. The resulting Pupil Support Plan for the pupil will set out new strategies for supporting the pupil's progress. These strategies will be implemented, at least in part, in the classroom setting. Delivery of the content of the Pupil Support Plan will remain the responsibility of subject teachers.

If the SENDCO and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other external professionals, then the consent of the pupil's parents/carers will be sought.

A range of external specialist services are available to help and advise the school. The work of these agencies will usually be co-ordinated by the SENDCO.

3 School Request for Statutory Assessment

For a few pupils the help given by school may not be sufficient to enable the pupil to make adequate progress or to access their education fully. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's intervention strategies already actioned
- Pupil Support Plans detailing strategies for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers and of the pupil
- Involvement of other professionals
- Any involvement by social services or education welfare service.

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

3.1 Statutory Assessment of Special Educational Needs

On occasions it is necessary to determine a pupil's special educational provision through an Education Health and Care Plan. This is done by initiating a statutory assessment of the pupil. Statutory assessment involves the Local Authority alongside the school, working co-operatively with parents/carers, and, as appropriate, other agencies, to determine whether an EHCP is necessary. A pupil will be brought to the LA's attention as possibly requiring an

assessment through a request by the pupil's school, from a parent/carer or a referral by another agency. Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. If successful an Education Health and Care Plan will be put in place.

An Education Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil special educational needs and/or disability
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the pupil
- Include information on non-educational provision

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents/carers, pupil and include targets identified in the statement of educational need. These targets will be set out in a Pupil Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will be recorded in the EHCP paperwork and continue to be the responsibility of the class teacher.

**For more information on EHCPs see Gov.uk (children with special educational needs and disabilities)*

Where Statutory Assessment is needed the SENDCO will gather written evidence of school based strategies including Pupil Support Plans and reviews of progress. The SENDCO will ascertain the views of the parent and pupil, co-ordinate the assessments by other professionals and complete all necessary referrals to the Casework Service.

4 Provision for Pupils with Special Educational Needs

The aim is for all pupils to be included in normal school activities. Where a physical or learning disability hinders inclusion in any activity, advice from appropriate professionals will be sought. Special equipment or support may be provided to enable access to the activity for the pupil. Parent/carer views should be sought to determine any known successful/unsuccessful strategies.

4.1 Transition Class

This class is for pupils who would benefit from having extra support in making a successful transition to secondary school. Specialist, intensive teaching will be provided by Transition Class staff to help target pupils' literacy and numeracy skills, who also teach Science, History, Geography and Social Skills.

4.2 In-class Support

As far as possible, learning support should be provided within the classroom. Pupils who have EHCP may receive in-class support to help them access the curriculum. This is usually delivered by a designated Teaching Assistant. Other individuals or groups of pupils without statements may also receive in-class support. Teaching Assistants may work in a variety of ways to provide support to a wider number of pupils with special needs.

4.3 Withdrawal Support

Pupils may be withdrawn from lessons so they can receive targeted small group or one to one support from staff within the Inclusion Faculty.

This might include:

- Improving basic skills
- Small group teaching for pupils who are at an early stage in acquiring reading or numeracy skills
- Programmes of spelling and handwriting support
- Programmes for pupils who experience social and communication difficulties; raising self-esteem; team-building activities

4.4 Strategies/provision for supporting pupils with SEND include:

- Effective differentiation of the curriculum
- Personalised teaching and learning strategies e.g. greater emphasis on the pupil's preferred learning style
- Provision of special equipment or resources
- Additional time for adults to plan interventions and monitor their effectiveness
- Additional staff training around pupils' with specific difficulties
- Revision courses and 'enhancement' programmes
- Pupil interviews from year 9 onwards with a Personal Advisor (PA) from the Careers Service. The PA is invited to attend Annual Reviews for Year 9, 10, and 11 pupils with a special educational need and/or disability. Priority for early interviews is reserved for those with Education Health and Care Plans
- Access to ICT and special adaptations as appropriate
- Application to exam boards for access arrangements
- Differentiated examination papers for pupils of different abilities in some subjects
- Access arrangements are in place for pupils based on need

5 Monitoring Pupil Progress

Pupils with SEND are monitored throughout the year. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. The progress of pupils with SEND is monitored as follows:

- Through the half-termly screening process which takes place for all pupils
- Through Annual Reviews for pupils with EHCPs
- Through qualitative, as well as quantitative progress which shows progress in areas such as, self-organisation, behaviour and social skills

6 Statement of Funding

The school budget allocation for SEND is composed of delegated and non-delegated funds. Where a pupil has funding, this is used for a range of provision including both staff and resources in order to fulfill statutory requirements. The SENDCO reporting to the Headteacher has responsibility for how this money is spent. The governing body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the needs of the objectives set out in this policy.

7 Staffing

Staffing is subject to needs and may change throughout the year. There are currently 9 full-time Teaching Assistants, 5 Transition Tutors (that includes 1 HLTA), 2 part-time teaching assistants, 1 HLTA and 1 administration assistant. The SENDCO has overall responsibility for the management of Learning Support.

8 Responsibilities for Co-ordination

The teaching of pupils with special educational needs and/or disabilities is the shared responsibility of all, and the whole school should be involved in developing individual strategies to meet their needs. However, the following have a particular responsibility in ensuring that a wide range of needs can be successfully met:

- The Headteacher and Leadership Team
- The SENDCO
- Heads of Year
- Members of the Inclusion Faculty
- The Gifted and Talented Coordinator
- The Literacy Coordinator
- Directors of Learning for KS3 and KS4

Joint responsibility of the above includes:

- Narrowing the gap for achievement and attainment between SEND and non-SEND cohorts.
- Carrying out analysis and assessment of pupils' needs
- Setting targets for improvement
- Monitoring progress against these targets
- Developing and maintaining constructive relationships with parents
- Liaising with external agencies
- Keeping up to date with new developments in SEND by attending training courses
- Disseminating information to relevant staff
- Assist in provision of training for staff

8.1 Other Methods of Co-ordinating SEND:

- The SEND Faculty will, if necessary, support additional needs of new arrivals to the UK, for whom English is an Additional Language, and help plan provision to support their successful integration
- The School Health Practitioners and SEND Faculty liaise closely to identify possible health needs and to co-ordinate action as required. Pupils can be referred to the nurse for hearing and sight testing. The nurse is available to pupils for information or advice on health matters.

8.2 The Responsibilities of the SENDCO

The responsibilities of the SENDCO include:

- Determining the strategic development of the SEND policy and provision with the Headteacher
- Day to day responsibility for the operation of the SEND policy
- Keeping the Headteacher informed of developments.
- Managing the SEND team of teachers, teaching assistants and administrator
- Liaising with and advising fellow teachers
- Overseeing the records of pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Managing Pupil Support Plans for pupils

- Managing documentation for pupils with EHCPs
- Monitoring the quality of teaching and standards of pupil achievement
- Contributing to the in-service training of staff
- Liaising with external agencies.
- Linking with special schools and ensuring individual programmes of support and learning are discussed with the relevant pastoral and curriculum staff.
- Transferring all SEND records and relevant documentation between receiving mainstream schools.
- Ensuring records for pupils with an Education Health and Care Plan will be transferred to post-16 establishments.
- Attendance and representation at reviews, case conferences and consultation sessions
- Liaising with support workers and medical therapists e.g. Speech & Language and of personnel from Sensory Services
- Maintaining close links with the LA as well as attending SENDCO Network Meetings
- Liaise with Examinations Office to ensure examination boards are aware of access arrangements.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and/or disabilities
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child

8.3 Role of Teaching Assistants (TA)

The core purpose of a TA is to support high quality teaching and improve progress and learning in the classroom. An effective TA understands the relevant curriculum requirements, the role of the teacher and their own role in the classroom. TAs aim to achieve the following:

- To be competent to develop pupils' literacy, numeracy and other basic skills
- To use their skills effectively to support the pupil and to help assess their progress
- To monitor progress and give feedback to the pupil and the teacher on attainment; to contribute to reports on the progress of pupils with whom they are working
- To work with teachers to identify and plan for learning goals and teaching strategies in response to individual needs.
- To help create and maintain a purposeful, orderly, safe and supportive learning environment.
- To use a range of interesting, appropriate and clear strategies and tasks to promote learning.
- To make constructive use of computers and other learning resources.
- To work with parents or carers to inform about progress and any concerns and to maintain regular contact where needed
- To work with relevant outside agencies and support services, accessing relevant training opportunities when available
- To contribute to the implementation of Pupil Support Plans
- To attend review meetings
- To directly support the learning of individuals or groups of pupils

9 External Support Services and Co-ordination of SEND

A wide range of external agencies provide support and guidance to help the school meet the needs of pupils with SEND

The SENDCO together with Heads of Year, School Health Practitioner and other appropriate personnel meet with representatives from the following services who are invited to attend as required:

- Educational Psychologist
- LA advisors
- Social Care
- Child Health Services
- Voluntary Organisations
- Other services as appropriate

9.1 The role of the Governing Body

The identified SEND governor will meet the SENDCO and other key staff from the Learning Support Department, on a regular basis, to gain information about the provision made for pupils with SEND, to monitor the implementation of the SEND policy and review data on SEND pupil progress. Strategies to support SEND pupils and their progress will be discussed throughout the academic year at identified Governors meetings.

10 Parent/Carer Involvement

Lord Derby Academy firmly believes in developing a strong partnership with parents/carers and that this will enable pupils and young people with SEND to achieve their full potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents/carers of SEND pupils as valued partners in SEND processes.

- Parents/carers views about their child will be considered
- Parents/carers of pupils with SEND will be informed where there is a concern about their child and be invited to contribute to the assessment of their needs
- Parent/carers will be invited to reviews of their child
- Parents/carers will be supported in understanding the roles of other professionals who may need to be invited to assess their child
- Parents/carers will have access to the SEND Policy
- Parents/carers supportive meetings where there are attendance issues

Lord Derby Academy encourages parents and carers to:

- Communicate appropriately with staff in order to facilitate appropriate support
- Communicate on a regular basis, noting any concerns they might have about their child's learning or provision
- Play an important part in the process of planning/reviewing their child's Pupil Support Plan
- Participate in the Annual Review, where such applies to their child
- Fulfil any home-school agreements which are set in place

Further advice about Special Educational Needs, parents'/carers' rights and responsibilities and the roles of professionals are available from the Knowsley SENDIASS (Information, Advice and Support Service). This is a statutory service which provides free confidential, impartial advice and support, it is not based on need. Support to parents may include:

- Giving help and advice on individual circumstances
- Interpreting and discussing information
- Acting as a link to other agencies
- Participating in reviews and meetings to assist parents/carers
- Helping parents/carers in presenting their own opinions and wishes
- Providing a direct link with the Local Authority

Further information is available at <https://www.knowsleyinfo.co.uk/content/sendiaass>

11 Pupil Participation

Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making processes affecting them. Pupils will be progressively more involved in decision making, developing their Pupil Support Plans and target setting. This can be achieved by:

- Completing pupils' views sheets for reviews
- Attending and contributing to their own reviews
- Completing pupil voice activities/questionnaires

12 Staff Training and Development

Training needs are established through the Performance Management System. These training needs are written into an annual staff training programme and funding is set aside each year for this. In support of this:

- The school will provide on a regular basis, training for individual staff or groups, to meet the school's needs in delivering the policy
- All staff new to the school will receive appropriate training from a member of the Inclusion team. The SENDCO will provide training for newly qualified teachers as part of their ongoing training scheme via CPD and Inset

The Inclusion Faculty has a range of reference materials on learning difficulties, and conditions e.g. Dyslexia, ASC, Dyspraxia, Hearing Impairment, Visual Impairment, ADHD available for use by staff. All supportive staff receive training on a wide range of SEND issues which may be targeted for staff supporting pupils with specific difficulties.

13 Arrangements for Considering Complaints about SEND Provision

Any complaint about SEND provision should be addressed in the first instance to the SENDCO who will be responsible for recording the complaint and the action taken. The complaint may be directed to the Headteacher. The complaint may be further directed to the SEND Governor. Should action need to be taken, the Knowsley LA complaints procedure will be followed.

Parents/carers may be advised of their right to refer matters to the Disagreements Resolution Service.

14 Arrangements for the Regular Review of the School's SEND Policy

The SEND policy will be reviewed annually. The review should include the Governor for SEND and the SENDCO.