



FRAYS

ACADEMY TRUST

LDBS Frays Academy Trust SEND Policy

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Version History

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Approval

Signed by Chair of Directors	
Date of Approval/Adoption	
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Notes on Document

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Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

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1. Definitions of SEND

Our definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND 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 under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) came into force in September 2014. The SEND Code of Practice also accompanies this legislation.

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

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

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 Hillingdon that have an Education, Health and Care Plan and those who do not, but still experience some form of additional 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. Information on the Hillingdon Local Offer can be found here:

<http://directory.hillingdon.gov.uk/kb5/hillingdon/fsd/localoffer.page>

2. Aims and objectives

Aims

We are a fully inclusive Academy Trust. Within each Trust school we aim to inspire children to succeed academically and encourage pupils to aspire to reach their full potential, regardless of their needs. We aim to provide every child with access to a rich, broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- To rigorously monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Ensure appropriate provision is in place to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager and SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the school alone cannot meet a pupil's needs. Some of these services include Child Development Centre at Hillingdon Hospital, Educational Psychology, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), OT, VI/HI Services.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

3. Responsibility for the coordination of SEND provision

- The Inclusion Manager responsible for overseeing the provision for children with SEND is
(INSERT NAME)
- The named SENDCo is (INSERT NAME)

4. Arrangements for coordinating SEND provision

Inclusion Manager Responsibilities:

- Ensuring that the SEND policy is implemented throughout the school.
- Planning and implementing Provision Mapping across the school
- Co-ordinating and liaising with outside agencies.
- Leading on a Termly Provisions Data Analysis meeting with the SENDCO and Head of School, to review data and the effectiveness of SEND provision.
- Reporting to Governors about all aspects of SEND provision.
- Providing training opportunities for all of the Learning Support Assistants throughout the school.
- Chairing Annual Reviews for pupils with EHC Plans
- Organising meetings with secondary schools for children transferring at Year 6 and for those children transferring at other times in their school life.
- Providing INSET for teaching staff, dealing with key issues relating to SEND at regular intervals.

SENDCo Responsibilities:

- Planning for and delivering specialist interventions to support SEN children in achieving their targets.
- Reviewing provision targets with class teachers, pupils and parents
- Liaising with external agencies, providing them with the evidence that they require and then following their recommendations
- Making applications for EHC Plans
- Arranging and preparing reports for annual reviews for pupils with EHC Plans
- Attending all Inclusion meetings
- Attending relevant training and keeping up to date with current issues, policies and developments regarding SEND.
- Being available to meet with parents daily to discuss their child's needs
- The SENDCo will hold details of all SEND records for individual pupils. All staff can access:
 - The Frays Academy Trust SEND Policy;
 - A copy of the full SEND Register.
 - Guidance on identification of SEND in the Code of Practice
 - Information on individual pupils' special educational needs, including pupil profiles and targets set
 - A detail of provision plans, including historical information.
 - Practical advice, teaching strategies, and information about types of special educational needs and disabilities

5. Admission arrangements

Please refer to the information contained in our school prospectus and on our website. 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.

6. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

7. Facilities for pupils with SEND

Frays Academy Trust is committed to the inclusion of all pupils, this includes the extent which disabled students can participate in the school curriculum, removing environmental barriers to this. Each school complies with all relevant accessibility requirements, please see individual school's accessibility plans for more details.

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with SEND may access additional funding, in particular if they have an Education, Health and Care plan.

9. Identification of pupils needs Identification

See definition of Special Educational Needs at start of policy. More details on identification can also be found in individual schools' information reports, which are available on the websites or by request.

A graduated approach:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Barriers to achievement will be closely looked at, with particular reference to the following areas:
 - Communication and interaction.
 - Cognition and learning.
 - Behavioural, social and emotional development.
 - Sensory and/or physical.
- c) Once a pupil has been identified as possibly having SEND they will be closely monitored by their teacher in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style

- that needs to be applied.
- e) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
 - f) Through the above steps it can be determined which level of provision the child will need going forward.
 - g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
 - h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
 - i) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' target setting and review evenings.
 - j) Parents' evenings are used to monitor and assess the progress being made by children, however parents can request a meeting with any of the school's inclusion team at any time.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

• Assess • Plan • Do • Review

This is an on-going cycle to enable the provision to be refined and revised 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. 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 school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the

assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and 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.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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 weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

10. Education and Health and Care Plans (EHC Plans)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need 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 Education, Health and Care Plan will be taken at a progress review. 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

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

www.hillingdon.gov.uk/article/28722/Special-educational-needs-and-disability

or by speaking to an Education, Health and Care Plan Co-ordinator on: 01895 250244

or by contacting the Parent Partnership Service on: 01895 277001

email: parentpartnership@hillington.gov.uk

Education, Health and Care Plans (EHC Plans)

- Following Statutory Assessment, an EHC Plan will be provided by Hillingdon Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school 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 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.

11. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

12. Inclusion of pupils with SEND

The Inclusion Manager oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion and within progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a provision map, which is updated when the interventions are changed. These are updated by the class teachers and Learning Support Staff and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

14. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Inclusion Manager or Head of School who will in the first instance strive to resolve any issues. In a situation when a matter cannot be resolved the Head of School will be able to advise on formal procedures for complaint.

15. In service training (CPD)

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

The SENDCo attends relevant SEND courses/meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we support this through professional development. All new staff are rigorously trained on SEND

protocols during their induction. The Inclusion Manager, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

16. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

17. Working in partnerships with parents

The Frays Academy Trust believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

18. Links with other agencies and voluntary organisations

Frays Academy Trust invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Inclusion Manager is the designated person responsible for liaising with the following:

- Social Services
- Speech and Language Service
- Educational Psychology Service
- Language and Learning Support Service
- Specialist Outreach Services In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.
- Family Support Worker
- Participation Service