

Hope Learning Trust York
Special Educational Needs and Disability
(SEND) Policy

THIS POLICY APPLIES TO THE HOPE TRUST BOARD, ALL TRUST SCHOOLS AND THE HOPE TEACHER
TRAINING PARTNERSHIP

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Hope Learning Trust Special Educational Needs and Disability (SEND) Policy

At Hope Learning Trust we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational outcomes. Each school is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Every teacher within the Trust is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)

NB. This policy should be read in conjunction with the individual schools 'SEND – Parent Report' or the 'School Report'

1 Aims and Objectives:

We value all the children in our Trust equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

2 Broad Areas of Need:

These four broad areas give an overview of the range of needs that may be planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

3 Equal Opportunities and Inclusion:

At Hope Learning Trust we are fully inclusive schools who ensure that all children achieve their full potential in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, physical ability or educational needs. We are committed to promoting fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils and we will ensure we follow the guidelines set out in the 2015 Prevent Strategy.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies, resources and experiences

Teachers respond to children's needs by:

- Providing differentiated support in all curriculum areas
- Planning to develop children's understanding through the use of all senses and a range of experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour, enabling them to participate effectively and safely in learning
- Helping individuals to manage their emotions and to take part in learning
- Coherently managing pupil groupings (whether in mixed ability groups or ability sets)
- Providing enrichment/extension activities and tasks for children who show potential in particular subjects
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through high quality first teaching and appropriate differentiation.

4 Identification, Assessment and review - A Graduated Approach to SEN Support

Children are assessed regularly within the Hope Learning Trust schools and the SENCO's have discussions with the class teachers and where appropriate year leaders on a regular basis to discuss any children working below the age related expectations. Tracking of all children is monitored in detail through each schools assessment and tracking systems and this highlights children who may need further assessments, discussions or observations to identify if further support is needed.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEND.

If a child is not making adequate progress in line with national expectations, despite appropriate intervention and good quality personalised teaching, they will be identified as having Special Educational Needs and a Support Plan will be written and reviewed regularly with parents. Discussions take place to formulate ideas and strategies for parents to help their child at home.

Children are involved, wherever possible, in the setting and reviewing of their targets on their plan. Plans are written in plain English and children are invited to comment on their targets. These comments, where possible, will be included in their plan.

If a child has a higher level of need, which requires specific advice and intervention, it may be necessary to draw on more specialised assessments from external agencies and professionals such as educational psychologists, speech therapists or specialist teachers. Parents will be required to give their consent before the SENCO refers a child for any specialist support and the SENCO and child's teacher will meet with parents to discuss a referral first. The SENCO will keep parents fully involved and informed throughout this process and about any proposed interventions or next steps.

If a parent has concerns about their child they may make an appointment with their child's class or form teacher or the school SENCO to discuss this further.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The schools will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'.

This process is initiated, facilitated and overseen by the SENCO. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and

guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision.

ASSESS - The SENCO, along with the tutor, class teacher, year leader and heads of departments as appropriate will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this the child's current attainment, achievements and learning profile is identified. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

PLAN – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Plans will be shared with parents, which will include the expected outcomes, actions and strategies and provision to be used. A review date is also included on the plan.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Parents are invited to meet with the SENCO and/or class teacher.

The SEND Information Report for each school can be found on individual school websites and these reports indicate the type of provision each school currently offers to pupils with SEN and disability. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO has an overview of the schools provision for each child through provision mapping.

5 Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide, the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's individual SEN Support Plan
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist

- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from those involved with each particular child, for example:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher if appropriate

From this information, the LA must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

6 Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- current questions and issues

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

7 Criteria for exiting Special Educational Provision-

A child may no longer require special educational provision where they:

- make sufficient progress in relation to their baseline assessments
- close the attainment gap between themselves and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families through York's Local Offer can be found at:

www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm

Supporting pupils and families through North Yorkshire's Local Offer can be found at:

www.northyorks.gov.uk

Each school in the Hope Learning Trust is committed to working closely with parents. Parents are invited to meet regularly with school staff and concerns and successes are shared. If necessary, parents are made aware of the Information, Advice and Support Services (IASS) and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class/form teacher and the SENCO. Parents are encouraged to be involved with target setting for plans as much as possible and some home activities are usually included on these plans. Plans can be reviewed with parents at either specially arranged meetings or during evening parental consultations where appropriate and possible. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school health service will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Head teacher or the Designated Safeguarding/Child Protection Lead.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

8 Admissions and links with other schools

Pupils with special educational needs will be admitted to Hope Learning Trust in line with the individual school's admissions policy. The Trust is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

Each school will use their induction meetings to work closely with parents/feeder schools to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on each school website.

If a child leaving a school has Special Educational Needs or a disability, the appropriate school SENCO will contact the SENCO from the child's new school to pass on relevant information and paperwork.

At Hope Learning Trust we believe in good communication between schools and parents. It is important that any relevant information is shared in confidence as soon as possible so that appropriate support can be put in place for a child to ensure a smooth transition.

In primary schools, at the end of each academic year, children with an SEND provision will be discussed with the next year's class teacher to provide a consistent approach to their provision. Parental input

is very important, therefore at these transition points parents/carers will be invited to attend the meeting.

In year 6 teacher the class teacher and the SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Additional transition days or visits for children with SEND are arranged by the SENCO to make the transition between schools or classes smoother. This may involve a child visiting their new school with a Teaching Assistant to familiarise themselves with their new environment, take photographs and have any questions they may have, answered.

Transition sessions are provided by each school, usually in the summer term, for 6 children who are transferring to a new school. Within these sessions children are given the opportunity to discuss any concerns or anxieties that they may have or ask questions in relation to their new school.

For in year transitions; if the school is notified to the fact that the pupil may have a difficulty in learning they will make their best endeavours to collect all information and plan a relevant differentiated curriculum.

9 Medical Needs

Each school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on each school's website.

10 Training and resources

The Local Governing Body will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in their plans.

The Local Governing Body will ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

When required each school will use funding to provide external professional advice and support for individual pupils in line with their EHCP's and in relation to needs.

The Local Governing Body will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

11 Roles and Responsibilities

At Hope Learning Trust provision for children with Special Educational Needs is the responsibility of all members of staff.

The individual SEND Information Reports explains how each school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Head teacher of each school will keep the Local Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinators (SENCO's) at Hope Learning Trust can be found on each schools website.

11.1 The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class/form teacher to ensure that SEN Support Plans are written and that reviews take place.
- *Where applicable*:-co-ordinating SEN/TA timetables and line managing TA's

11.2 Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review SEN

Support plans and to maintain SEN information which is available on the server or in the staff handbook for all staff, including NQT's, supply staff and students, as appropriate.

12 Storing and managing information

The confidential nature of SEND information is fully recognised within the Hope Learning Trust. All copies of files, whether electronic or hard copies will be stored in a secured and lockable area. Access is restricted to authorised individuals only.

13 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Each school publishes its accessibility plans and these can be found on each school's website.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this on request.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENCO. If the matter is not resolved satisfactorily the SENCO will advise parents of the next steps.

A general complaints procedure is available on each schools website.

14 Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle.

Signed by:

_____	Chief Executive Officer	Date: _____
_____	Chair of Standards Committee	Date: _____