



Inspire Education Trust

Together we achieve, individually we grow

Special Educational Needs & Disability (SEND) Policy

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Document History

Version	Status	Date	Author	Summary Changes
V1		Nov 21	Amy Husband	Complete rewrite
<u>V2</u>		<u>Jan 23</u>	<u>Vicky Prudham</u>	<u>Some additions made</u>
<u>V3</u>		<u>March 24</u>	<u>Vicky Prudham</u>	<u>Some additions made</u> Change of terminology from differentiated to adapted

1 Introduction

- 1.1 The mission statement of our MAT talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, additional needs or background.

2 Aims and Objectives

- 2.1 Our MAT aims to be an inclusive MAT. This means that equality of opportunity must be a reality for all of our children. This policy, along with our school's Local Offer (available via school website) aims to support our staff to:
- work closely with parents/carers, sharing information on children's progress and their individual needs;
 - continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available;
 - meet the requirements of the Education Act (1996), the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001) and Part 3 of the Children and Families Act (2014); SEND and Alternative Provision Improvement Plan (2023)
 - encompass the Local Authority's "Local Offer" for Children with SEND;
 - facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, each school's curriculum as a whole, taking account of the SEND Code of Practice (2014);
 - respond to particular children flexibly according to the nature of their difficulties;
 - enable each pupil to become an independent and confident student.
- 2.2 **The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:**
- setting suitable learning challenges;
 - responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- 2.3 **We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:**
- do all our children achieve as much as they can?
 - are there differences in the achievement of different groups of children?
 - what are we doing for those children who we know are not achieving their best?
 - are our actions effective?

3 Adaptations to the curriculum and learning environment

The Inspire Education Trust is very proud of the curriculum it offers its pupils. It is designed around engaging and exciting themes which appeal to children whilst providing a broad approach to learning, which is adapted to meet individual needs and abilities. In order to do this, many steps are taken to support them through their learning journey. We provide a quality first teaching

approach. However, for some children there are occasions when further additional support may be needed to help them achieve and progress.

3.1 We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to ensure quality resources are used and staff have up to date training to support the needs of children.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing scaffolds in lessons to support children and help them achieve the same learning objective as the class.
- Ensuring the environment meets the needs of the children.

Further examples of the types of additional support that may be offered can be found in our school's Local Offer, available on our school website.

3.2 In addition to the adaptations listed above, all Teachers will ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- are made to feel included within their environment and challenged.

4 Roles and Responsibilities within SEND

4.1 Our SENCO will:

- manage the day to day operation of this policy;
- ensure that SEND provision for children is arranged;
- undertake the National Award for Special Educational Needs Co-ordination;
- manage the timetables of teaching assistants who support Special Educational Needs;
- report on the effectiveness of provision to the Senior Management team and the Governing Body;
- keep up to date with National and Local developments in relation to SEND and share good practice with all teachers;
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND, including Individual Education Plans (IEPs);
- ensure the school's Local Offer and Accessibility Plan are reviewed and published annually on the school's website;
- ensure robust record keeping for children with SEND.

4.2 The Leadership Team will:

- work closely with the SENCo to ensure whole-school monitoring activities include a sharp focus on the provision for pupils with SEND;
- plan how resources are used to support children in the most efficient, effective and equitable way;
- set the Inclusive ethos within our school;
- support the SENCo and Governors to share information transparently so that provision and outcomes for children with SEND can be robustly challenged by all stakeholders.

4.3 Class Teachers will:

- identify children experiencing difficulties;
- discuss children with the SENCO and parents/carers; **and complete cause for concern to give to SENDCO for monitoring and further actions.**
- write and review Individual Educational Plans/**My Support Plans /Educational Health Care Plans/**Group Educational Plans for children School Action and School Action Plus in consultation with the SENCO;
- contribute to planning and provision to meet identified needs;
- contribute to monitoring and review procedures;
- seek to meet the needs of children with SEND within the overall framework of inclusion in the school.

4.4 Class Teachers will ensure that the work for children with SEND:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

4.5 Directors and Governors will:

- identify at least one named Director with responsibility for Trust SEND
- identify at least one named governor with responsibility for SEND
- support and challenge school leaders based on findings from SEND monitoring
- meet with the SENCo at least annually to discuss provision, including Statutory Duties, school-based SEND information and the school's self-evaluation of SEND provision. **Governors to be part of at least one monitoring piece of work with the SENDCO.**
- use their best endeavours to ensure that children's special educational needs are identified and provided for;
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for children.

5 Identifying pupils with SEN and assessing their needs

5.1 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment (eg. social skills); Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and involving pupils and parents

The Class Teacher and/or SENCo will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6 Working in partnership with other agencies

6.1 In some circumstances it is necessary for a multi-disciplinary approach in order to best support the pupil. Our school works in close collaboration with services such as:

- Health (GP, Health Visitor, Paediatrician, CAMHS)
- Speech and Language Therapy (SaLT)

- Educational Psychology Service (EPS, CCSP)
- Local Authority specialist SEND teachers (SEMHL, Early Years SEND team)
- Local Authority (EHCP Plan co-ordinators)
- Occupational Therapy (OT)
- Communication and Interaction Support Service (CCT)
- Voluntary sector organisations

6.2 Where it is our professional opinion that a referral to an external service/agency is required, we will discuss this with parents/carers and provide a copy of any paperwork that we complete or receive, with confirmation of the date it was sent.

7 Admission Arrangements

7.1 Before children come to school we will:

- note children who have already been identified as having SEND, and collect information about their educational history;
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

7.2 Once children arrive in school, we will:

- undertake a range of assessments to identify children with special educational needs and establish their strengths and areas of difficulty;
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers;
- discuss the placement of the pupil on the school's SEND register with parents/carers;
- make sure that information about children' SEND is passed on to appropriate school staff;
- provide parents/carers information about the Coventry Parent Partnership Service (SENDIASS)

7.3 When children leave the school we will:

- pass on information about the pupil's educational history to any receiving school;
- complete other transfer documentation as required.

8 Disapplication and Modification

8.1 The MAT can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our MAT policy is to do this only in exceptional circumstances. The MAT makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

8.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The Local Governing Board with responsibility for special educational needs would also be closely involved in this process. We would ensure that every

effort had been made to provide the necessary support from within the school's resources before considering such action.

- 8.3 Should we go ahead with modification or disapplication, we would do so through:
- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a an Education, Health and Care Plan (EHCP)
 - Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

9 Links with other policies and documents

- 9.1 This policy should be read alongside the following documents:
- The school's Local Offer (available on the school website)
 - The school's Accessibility Plan (available on the school website)
 - Supporting pupils with medical conditions policy

10 Summary

- 10.1 In our MAT the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Reviewed by:	Amy Husband	November 2021
	Vicky Prudham	January 2023
	Vicky Prudham	March 2024

Next Review Date: March 2025

Approved by Directors: 22.05.24

Signed:



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