



LANDAU  
FORTE  
ACADEMY  
MOORHEAD

<b>Policy Name</b>	<b>SEND</b>
<b>Policy Number</b>	<b>002</b>
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<b>Reviewed by</b>	
<b>Date of next review</b>	

## **1. Scope of the policy**

This policy applies to Landau Forte Academy Moorhead.

## **2. Purpose of the policy**

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional, social and physical development and wellbeing, in order that each child reaches their potential.

## **3. Policy Detail**

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- Ensure the consistent, whole-school approach to the early identification of needs and provision for pupils with special needs.
- Involve parents in a partnership of support.
- Work with, and in support of, outside agencies when a pupil's needs cannot be met by the school alone.
- Monitor and evaluate children's progress, providing appropriate information and records as part of this process.

## **4. Identification of SEND (Special Educational Needs and/or Disability):**

The Code of Practice (2015) identifies a pupil as having SEND if;

xiii) They have a learning difficulty or disability which calls for special educational provision to be made for them.

xiv) A child of compulsory school age or a young person has a learning difficulty or disability if they:

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- (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.

The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.

The Code of Practice (2015) identifies four broad areas of SEND:

**Communication and interaction:**

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

**Cognition and learning:**

Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

**Sensory and/or physical needs:**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

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These four broad areas give an overview of the range of needs that need to be planned for. At Landau Forte Academy Moorhead we identify what action the school needs to take by considering the profile of strengths and challenges for each pupil with SEND.

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **5. A Graduated Approach to ‘SEND Support’:**

The arrangements for supporting pupils with SEND follows a graduated approach.

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. Most children will have their needs met within class through high quality teaching.

Pupil’s progress and achievement will be monitored. Any pupil not making expected progress will be given further targeted support as part of high-quality teaching and will be placed on the monitoring register.

The Local Authority ‘Provision Guidance’ document is used to support teachers in the identification of high-quality classroom provision.

The ELT meet termly to analyse pupil assessment, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that are analysed include:

- Standardised Assessments
- Specific screening assessments, where appropriate
- Teacher/formative assessments
- Reading and specific phonics skills

The child’s class teacher will take steps to provide differentiated learning opportunities and adaptations to aid the pupil’s progression,

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working with support from the SENCo to better understand the implementation of provision and further assessments. The SENCo may also wish to observe the pupil in class.

The SENCo meets regularly with teachers and Learning Support Assistants to give them the opportunity to discuss concerns about pupils. Where a pupil is not making expected progress, despite adjustments to high quality teaching, all available assessment information will be considered and an 'Pupil Profile Questionnaire' will be completed, in order to explore potential barriers and establish next steps, which may include placing the child on the SEN register. A pupil that has been identified as;

- a) requiring provision that is additional to, or different from, that made generally for others of the same age,
- b) showing a significantly greater difficulty in learning than the majority of others of the same age

will be placed on the SEN register to ensure the school develops effective provision to remove barriers to learning.

Parents are partners in development and design of learning for pupils with SEN and as such, they are encouraged to share information and knowledge about their child with the school. In the event that their child is placed on the SEN register, the parents will be formally advised, with information shared about the provision being made for their child.

## **6. SEN Support:**

The support provided for pupils on the SEN register consists of a four-part ongoing cycle - Assess, Plan, Do, Review (APDR). This enables provision to be refined and revised as the understanding of the needs of the pupil develops, leading to good progress and outcomes for the child.

### **Assess:**

Pupil Profile Passports are created by the SENCo through gathering information from the pupil, school staff and parents to establish;

- Assessment data (internal & external)
- Strategies for how best to support the child
- Aspirational goals for progress

The SENCo uses the Local Authority guidance documentation which helps to provide an evidence-based reference for schools to help assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:

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**High Quality Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils.

**Additional school Intervention and Support** – building on high quality teaching, where a pupil may need more input, advice may be sought from professionals to support individual assessments and interventions.

**High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support.

For higher levels of need we draw on more specialised assessments from external agencies and professionals, including Specialist Teachers, health professionals, CAMHS, Social care, Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

**Plan:**

A termly planning meeting is held with the child (where appropriate), their parents, teachers, SENCO and, where appropriate, any external agencies.

This coproduction discussion provides opportunities to review strengths and challenges, to establish aspirational goals and agree the necessary provision, interventions and adaptations required.

Parents and all those working with the pupil will be given a copy of the child's plan in order to maximise impact and to achieve the desired outcomes.

**Do:**

The class teacher remains responsible for the progress of all pupils in their class, including pupils with SEND. They will retain responsibility for learning, even where the interventions may involve group or one-to-one teaching away from the main class teacher.

The class teacher will work closely with LSAs 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 SENCo.

**Review:**

Reviews of a child's progress will be made at least termly.

The process, completed in partnership with all relevant stakeholders, involves an evaluation of the support and interventions provided and its impact upon the child's progress for learning. Profiles and plans are updated to reflect the outcomes of review.

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### **Referral for an Education, Health and Care Plan (EHCP):**

Some children may require a statutory assessment to support their needs. In line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent.

This may result in an Education, Health and Care Plan (EHCP). The decision to make a referral for an EHCP will be taken at a review meeting in partnership with parents, having evaluated all available information relating to progress data, APDR cycles and the outcomes of goals set.

After consultation, a decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal decisions made by this panel.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil.

### **Criteria for exiting the SEN register:**

Careful monitoring and analysis of assessment data, including formative, summative or intervention impact data will be used to track pupil progress. If a pupil has made accelerated progress and they are considered 'on track' against end of year expectations, or are working broadly in line with their peers, they will be removed from the SEN register.

Parents will be informed of this decision. These children will be identified on the 'monitoring' register to ensure that progress remains in line with age related expectations.

### **Supporting pupils and families**

The Local Authority Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for young people/parents to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed, raise concerns or make a complaint.

The Local Offer can be accessed at: <https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

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Schools have a statutory requirement to provide a SEN Information Report, giving more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN. This can be found on our school website: <https://lfadm.org.uk/parents-carers/policies-procedures/>

## **7. Admission Arrangements:**

It is the aim of our school to be fully inclusive. No child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

Our school admission arrangements and our admissions policy can be found on our school website: <https://lfadm.org.uk/academy/policies/>

## **8. Transition arrangements:**

### **Transition plan arrangements for transfer from pre-schools/nursery schools:**

- We have strong links with our feeder pre-schools. Early Years teaching staff will coordinate visits to discuss and meet with children in their pre-school setting.
- Where a child already has identified special educational needs, the SENCo will attend the visit.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register. Provision, programmes and outside agency support in place will continue.
- All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- The SENCo and Reception class staff will attend pre-school TAC meetings prior to a child with SEN attending school if appropriate.
- The SENCo holds liaison meetings with the Reception class teacher and LSAs to transfer information from nursery to school prior to the start of term.

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### **Transition plan arrangements for transfer from class to class:**

- Prior to the start of a new academic year, the SENCo will inform teachers and their LSAs about the SEN children in the class and provide them with any information about the child, including their plan and profile.
- Relevant courses will be arranged for the teacher and/or LSA.

### **Transition plan arrangements for transfer from Landau Forte Academy Moorhead to another primary school or secondary school:**

- Where children are transferring to Secondary School, the SENCo will contact the SENCo's of each secondary school to transfer SEN information.
- All SEN school records will be passed on to the secondary school or any other school the child may transfer to, regardless if the child has been removed from the register or is borderline to go on to the register in case the transition causes the onset of any problems.
- Parents of children who have a statement or EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review Meeting.
- All pupils in Y6 are offered transition visits to their secondary school to ensure a smooth transition.

## **9. Supporting pupils at school with Medical Conditions:**

The 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.

Pupils with medical needs, or those requiring medication on a regular basis, will have an Individual Health Plan written by the SENCo in partnership with parents/carers.

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 a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

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## **10. Monitoring and Evaluation of SEND:**

Provision and intervention for pupils with SEND are carefully monitored through robust quality assurance systems. These include;

- Regular discussions with staff and parents
- Detailed provision mapping
- Gathering views of stakeholders
- Goal setting and review meetings
- Screener and pre/post intervention assessments
- Case review discussions with the SENCo and FSW
- Strategic meeting/reporting with ELT and Sen Governor

These processes help to promote an active process of continual review and improvement of provision for all pupils.

## **11. Training and Resources:**

All teachers and support staff undertake induction which includes a meeting with the SENCo to explain the systems, procedures and provision for pupils with SEND and to discuss the needs of individual pupils in their care.

In order to maintain a high quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake SEN related training. The programme of staff development is informed through the process of appraisal, Inclusion and Wellbeing Action Plan and the School Improvement Plan. Training needs may be supported through peer mentoring, modelling, observation, working with outside agencies and staff reflection sessions.

## **12. Roles and Responsibilities:**

The key responsibilities of the SENCo (Mrs. Emma Dibden) include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Monitoring pupil assessment data with the Head teacher at least termly.
- Reporting regularly to the head teacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers and LSAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.

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- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings and Plan Meetings.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy and information report as needed (at least annually).
- Establishing strategic areas of development for SEN and developing appropriate models of response within the Inclusion Action Plan.

### **The role of the governing body:**

The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENCo on a regular basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

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**The Key responsibilities of the Headteacher include:**

- Involvement with parents as partners in the learning process.
- Liaising regularly with the SENCo.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCo sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.
- Dealing with queries or complaints from parents.

**Other roles and responsibilities:**

The designated safeguarding lead is Mrs Ruth McNeil.

Family Support Worker is Miss Helen Dashfield.

The member of staff responsible for managing information related to pupils with medical conditions is Mrs Gill Cooper.

The member of staff responsible for managing the Pupil Premium Grant (PPG) is Mr Tom Cafferky

The member of staff responsible for managing funding for Looked After Children (LAC) is Mrs Ruth McNeil.

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### **13. Storing and Managing Information:**

All confidential files relating to the Special Educational Needs of individuals are kept in a locked filing cabinet or electronically, on a secure part of the school server. Day to day formative and summative assessment information is kept by the class teacher. Documents are stored until a child changes school; all information is passed on to next providers when children move to another school. This is passed on via a signed transfer slip.

### **14. Accessibility:**

The school's Accessibility Plan is available in school and is updated annually. The needs of our community are reviewed and actions are taken to modify the school environment, facilities and resources to ensure accessibility for all members.

School makes all reasonable adjustments, including investment in specialised equipment and expert advice to ensure full access for disabled pupils.

Including, as examples:

- Resources to support teaching and learning.
- Purchase of ICT software/hardware
- More LSA hours for classes when necessary
- A disabled toilet
- Ramps at exits

### **15. Dealing with Complaints:**

At Landau Forte Academy Moorhead we encourage parents to get in touch if they have concerns about their child's learning. However, if they are unhappy with the special educational provision that their child is receiving they are encouraged to contact:

- a) The class teacher, in the first instance, either through a Home/School book, by letter or telephoning the school office to make an appointment.
- b) If parents are still unhappy, the next step is to talk to the SENCo by arranging an appointment through the school office.
- c) If necessary, parents may ask to meet with the Headteacher by arranging an appointment through the school office.
- d) Governors are the next stage in trying to resolve a complaint. All concerns should be put in writing and delivered to the school office for consideration.

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## **16. Bullying:**

At all times our aim is to safeguard the needs of all pupils, including those with SEND; promoting their independence and resilience for learning.

In the event that a child experiences bullying all necessary steps will be taken to investigate and resolve the issue.

Our Anti-Bullying policy can be found on our school website:

<https://lfadm.org.uk/academy/policies/>

## **17. Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.



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