



**Special Educational Needs
and Disabilities Policy
2020/2021**

1. Introduction

SHARE Multi-Academy Trust – We want every one of our pupils and members of staff to enjoy coming to our multi-academy trust and for all of us to try our best in everything we do. We aim to help everybody gain the knowledge, skills and habits that can lead to a happy and successful life, both now and in the future. These principles hold true in all the schools who make up the multi-academy trust.

At Millbridge, we aim to ‘Empower Active Citizens of the Future’ and our vision and ethos has five strands, as follows: - IDEA – Inspire, Discover, Experience, Achieve. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We have a commitment to the **removal of barriers and promotion of independent learning and all aspects of school life**, for all pupils, but in particular for pupils with special educational needs including disabilities.

Not all pupils with disabilities have special educational needs and not all pupils that have special educational needs have a disability. A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. They are considered as having a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others the same age or they have a disability that prevents or hinders them from making use of facilities.

All pupils have the right to receive high quality relevant education. Support at the multi academy trust will be provided which encourages independence and supports the achievement of Personal Best. Support will be negotiated individually for each pupil, such that they leave the multi-academy trust fully equipped with life skills, experiences and outcomes to have a happy and successful future. All our pupils have the right to a broad curriculum that meets their needs; every teacher is a teacher of SEND.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 for ages 0 - 25 and should be read in conjunction with the following guidance, information and policies:

- The Accessibility Plan
- The school’s SEND information report on the school website
- The LA Guidance – ‘Children & Young People with SEND; Guidance – School Based Support’
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2016)
- The Safeguarding Policy

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with: pupils, teachers, SENDCO, Senior Leadership Team, Head of Inclusion, Governing Body (SEND Governor), and parents.

2. Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if they have defined difficulties over and above those generally experienced by the majority of their peer group. These difficulties may be in terms of cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical. Some pupils may have more complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

3. Contacts:

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Governor with responsibility for SEND: Sue Bonham
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4. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To ensure Quality First Teaching is differentiated and personalised to meet the needs of the majority of students.
3. To provide a system of early identification, assessment, recording and monitoring of the progress of pupils with SEND.
4. Where extra provision is needed the school will make their best endeavours to ensure appropriate provision for pupils with SEND and additional needs. These should centre around the child's own aspirations, interests and needs.
5. To operate a whole school graduated teaching approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
6. To ensure all pupils achieve their best and become fluent individuals.
7. To ensure learners are able to express their views and are fully involved in decisions which affect their learning.
8. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
9. To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
10. To provide support and advice for all staff working with SEND pupils.
11. To promote effective partnership and involve outside agencies when appropriate. These can include: educational psychologists, speech and language therapists, visual, hearing or physical impairment specialists, physiotherapy/occupational therapists, Porage/EYSEN, Complex Communication Team.

4. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through Quality First Teaching. Any concerns expressed by any adult having contact with the child i.e parents, teachers, health or social services professionals should be passed to the SENDCO. Classroom and subject teachers are at the heart of the SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENDCO and specialist staff.

Quality First Teaching consists of:

- Highly focused lesson design with sharp objectives

- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

The classroom teacher should:

- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how a full range of resources are going to be used to help reach these.
- **Focus on outcomes for the young person:** Be clear about the outcome wanted from any SEND support.
- **Be responsible for meeting special educational needs:** Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Where a child already has identified SEND prior to joining the Multi Academy Trust, parents will be invited to meet the SENDCO and additional visit(s) to the school will be organised, to support effective transition.

At Millbridge all pupils are monitored regularly in terms of educational progress through a rigorous assessment process involving termly reviews and pupil progress meetings. The information collected from assessments is used to plan effectively for the next steps in the children's learning. Pupils and their parents/carers are invited to two consultation meetings per year and where concerns arise at other times, parent/carers are able to meet with class teachers, Assistant Heads, the SENDCO and Head of Inclusion on request. Class Dojo enables parents/carers to comment on their child's progress and class teachers use this information to support the children further. Parent/carer(s) of pupils with an Education and Health and Care (EHC) Plan will be invited to formal review meetings during the school year.

The Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical

Other factors may impact on progress and attainment: attendance and punctuality, English as an additional language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium and disability.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns parent/carer(s)/the school may have with regards to behavioural needs would form an underlying part of a wider need, which would be supported via the school's Behaviour for Learning Policy. Or within the social, emotional and mental health area of need.

5. A Graduated, Whole School Approach to SEND Support

Where a pupil is identified as having SEND, school will take actions to remove barriers to learning and put effective special educational provision in place. SEND support takes the form of a four part cycle through which earlier decisions and actions

are revisited, refined and revised with a growing understanding of the pupil's needs and if what will support the pupil in making good progress and securing good outcomes.

The Graduated Approach



Assess

-A clear analysis of the pupil's needs is made

Plan

-Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have been involved in forming the assessment of needs.

- A planned approach of adjustments, interventions and support will be put in place in consultation with parents, as well as expected impact on progress, development or behaviour along with a clear date for review.

Do

-The class teacher remains responsible for working with the child on a daily basis.

- The pupil may be involved in group or one to one teaching away from the whole class but they will still remain the responsibility of the class teacher.

Review

-The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed in line with the agreed date.

Reviews occur in consultation with the parents and young person where appropriate and in order to plan the next steps.

Class and subject teachers are accountable for the progress and development of children and young people in their class. Teachers have the overall responsibility of ensuring that the curriculum will be differentiated in an inclusive way. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account.

The aims of our Special Educational Needs and Disabilities Policy are to ensure that:

- We identify and assess children with SEND as early as possible including those at risk of underachievement.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation with a balanced and broadly based curriculum in a way that supports children with SEND.

- Records relating to children with SEND follow the child through school and are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through continuous professional development.
- We work in partnership with parents and carers.
- The school in collaboration with parent/carers may place a pupil on SEND register at SEND Support.
- We maintain close links with support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and each child’s learning and achievements are maximised at every stage of their school career.
- There is appropriate support and resources in place for those pupils with SEND.
- Young people with SEND and those with an EHC Plan are given priority in terms of admissions, where the school is named on the EHCP.

The process to recognise the need for additional provision and the pupil being placed on SEND Support:

A member of teaching staff is responsible for differentiating resources and looking to make the learning experience inclusive. If a member of staff, parent or pupil raises concerns about a potential special educational need, the SENDCO will use a range of information (alongside national expectations of progress): formative assessments; summative assessments and specialised assessments from external agencies. This will allow the learning SEND difficulties to be established. Throughout this process, the pupil and their family will be regularly consulted and their views sought and acted upon.

Every pupil categorised as SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (Children & Young People with SEND; Guidance – School Based Support), if a child/young person’s needs are more complex, we will use a Individual Educational Plan to record outcomes, provision, resource and strategies in place.

Overview of the support process:

Action	Who is?	What is involved?	Next Steps
Differentiation/ concerns	The class teacher is responsible for differentiating work for all pupils. Formative and summative assessments are completed regularly and are used to inform decisions as to whether gaps in progress are being closed.	The teacher plans for the differentiated activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teachers are expected to assess–plan-do-review, the learning experience for each pupil with SEND.	If, after the observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEND Support is considered. The teacher(s) responsible for the child informs the SENDCO of the concern. A response to the cause for concern would be expected within two teaching weeks.

SEND Support	The SENDCO/Head of Inclusion request advice from an external agency. The pupil moves in consultation with parent/carer(s) to SEND Support. An Additional Learning Plan is devised from the additional guidance e.g. from external agencies and is agreed with parents/carers. This would be completed in most cases within half a term. The teacher(s) involved delivers the plan of action.	The ANP is implemented in the classroom using the strategies and additional/different resources suggested. Support at home is also considered. The ANP is reviewed termly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all parties involved will consider contributing evidence to, in the first instance, a My Support Plan and subsequently after a minimum of two reviews, a request for an Education, Health Care Plan. The process for an EHCP should in most cases be completed within 20 weeks.
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Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to the school's provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered. A review can be called at any time if this is deemed necessary by parents/carers and professionals.

Roles and Responsibilities:

The Multi-academy trust recognises that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:-

SEND Coordinator (with support from the Head of Inclusion)

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day to day operation of the school's SEND policy.
- To monitor the needs of SEND children.
- To assist with and advise on the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure Individual Education Plans/Pupil Helpful Learning Guides/behaviour plans are written and reviewed termly.
- To ensure that provision for pupils with SEND is mapped.

- To ensure that the impact of SEND interventions is assessed for each pupil.
- To meet regularly with the staff to discuss individual children, resources and uses of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register and provision map is updated regularly.
- To lead the annual review of the Special Educational Needs and Disabilities Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head of School and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head of School.
- To work in conjunction with the class teachers.
- To manage support staff in terms of overall direction.
- To lead on SEND in school as part of CPD as appropriate.
- To keep skills updated by reading, researching and attending training on SEND and appropriate related training.
- To hold or work towards holding a PG Cert SENCO certificate.

Teachers

- To identify the Special Educational Needs and Disabilities of individual children using the school's assessment processes.
- To know which pupils in their class are on the SEND register and at what stage.
- To maintain an SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs/Pupil Helpful Learning Guides/behavior plans.
- To contribute to individual IEPs/ Pupil Helpful Learning Guides/behavior plans for pupils.
- To contribute to the reviews/meetings with parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan/Pupil Helpful Learning Guide/behavior plan targets and strategies adopted and their relative success for each child with SEND.
- To plan for support staff in their class.
- To ensure that the SENCO and other colleagues are aware of the young person's needs.
- To provide learning experiences which are appropriate to the needs of the young person. □ To attend appropriate training.

Support staff – under the guidance of the class teacher

- To carry out activities and learning programmes/interventions planned by the teacher and SENCO.
- To keep records of this work as requested.
- To support children in class by facilitating key worker support and small group work.
- To attend training where appropriate.
- To be fully aware of the school's SEND policy.

Governors

- Named governor to have responsibility for the implementation of the SEND policy, who meets the SENCO at least once a year.
- To be aware of the objectives for SEND provision and know how the SEND policy aims to meet those objectives.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision including funding.
- To know how equipment and personnel resources are deployed.
- To check that SEND provision is an integral part of the School Development Plan.
- To monitor the financial resources that are available to carry out the SEND policy.
- To check that the quality of SEND provision is continually monitored.
- To monitor that the SEND policy is subject to a regular cycle of monitoring evaluation and review.
- To liaise with the Head of School, SENCO and staff.
- To report annually to parents on the implementation of the SEND policy and any changes during the last school year.
- To manage any complaints from parents of pupils with SEND.

6. Criteria for Exiting the SEND Register

Young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle (three times a year). Parent/Carer(s) will be invited to the three review meetings per year and the evidence will be reviewed at these points.

A child may exit the SEND register if:

- The child makes progress to achieve their targets
- The class teacher is confident the pupil will continue to make good progress
- Quality first teaching techniques are sufficient to maintain good progress

If there is a recommendation for a pupil to exit the SEND Register, this will be formally agreed and recorded.

7. Supporting Pupils/Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report/School Information Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements/policy (which is available on the school's website)
- Our links with other agencies (information is on the website)
- Our transition arrangements
- Our school policy on managing medical conditions of pupils (is available on each school's website)

8. Supporting Pupils at School with Medical Conditions

At Millbridge we recognise that children and young people 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 and young people 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 SEND and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice 2014 will apply.

Pupils with a medical condition will be supported to manage their condition within the school setting, to ensure that this does not have an adverse impact on the progress they make. The school's Managing Medical Conditions Policy will be followed.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. The views expressed from parents/carer(s) and pupils will be reflected within this process.

When assessing the SEND provision in school, the views from all parties (including external agencies), pupil monitoring data and any other available information will be used to inform the assessment of the area. A summary will be shared with the Governing Body to discuss the effectiveness of the SEND provision in school. This will be used to identify areas to develop and to formulate the key goals for the development plan for SEND.

Additional Needs Plan's (ANPs), My Support Plan's (MSPs) and Education Health and Care Plans (EHCPs) will be reviewed termly with all the relevant professionals, parents and the where appropriate the pupil.

10. Resources

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element	Funding
Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top Up funding (Band E-A) from the LA to meet the needs of individual children and young people with EHC plans.

12. Roles and Responsibilities

- The school SENDCO is Miss Sophie Wall
- The SEND Governor is Ms Sue Bonham
- The Head of Inclusion is Mr Stuart Harris
- The school employs 3 SEND teaching assistants who carry out a range of roles across the school.

12. Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored digitally and securely on CPOMs, where there are paper documents, these are locked securely in the SEND file.

Once a student has joined another educational establishment all the documentation will be transferred to the relevant institution and a copy kept in school.

13. Reviewing the Policy

We will review this policy within our school policy review cycle liaising with the appropriate school governors. This document may change in light of legislation changes.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to: the curriculum, the physical environment and the provision of information. This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

15. Dealing with Complaints

The school's complaints policy and procedures are detailed on the website. If you wish to make a complaint, please put this complaint in writing to the Head of School. If your concern is not related to the Multi-academy trust, please contact the relevant organisation directly.

16. Bullying

We have a whole trust approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

At Millbridge we are aware that incidents can occur in school or out of school and can have an effect on a child's general well-being. In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. For our policy to work; pupils should be willing to tell a member of staff if they feel they are being bullied. All pupils will have a happy and safe learning environment. Parents will feel they can approach school if they have concerns for their child. Your first point of contact will be your child's class teacher, followed by the Assistant Head for the Key Stage and then a member of the Senior Leadership Team. The views of pupils are regularly sought and parent/carers are involved in collaborating to ensure that pupil's with SEND are supported effectively.