Special Educational Needs and Disability Policy

Adopted: January 2018

Next review date: January 2019

INCLUSION POLICY
This policy includes; Special Educational Needs and Disability, English as Additional Language and Looked After Children

1. **Rationale for Students with Special Educational Needs and Disabilities (SEND)**

1.1 To give all young people with special educational needs and disabilities the chance to reach their full potential, to be included fully within all aspects of the School community and to make successful key transitions from KS2 and through all key stages in the School into adulthood.

2. **Introduction**

2.1 The Special Educational Needs and Disability (SEND) policy is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. LeAF will not label students nor use any organisational strategy which would disadvantage any particular group of students.

2.2 The School is committed to working with School staff, students, parents and appropriate external agencies in the assessment and review of students. A register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo).

2.3 School SEND information report (Local Offer) identifies provision the School's offers for SEN students and accessibility for disabled students.

3. **Special Educational Needs (SEN)**

3.1 A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student within LeAF is considered to have a learning difficulty or disability if they:
   - Has a significantly greater difficulty in learning than the majority of others of the same age, or
   - Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same academic year.

3.2 A special educational provision is educational or training provision that is additional to or different from that made generally for other students of the same academic year.

4. **Disabled students**

4.1 A student who has SEN may have a disability under the Equality Act 2010 – this is categorised as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The reference to 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and students with SEN. Where a disabled student requires special educational provision they will also be covered by the SEN definition.

5. Objectives

5.1 The specific objectives of our SEND Policy are as follows: -

- To identify students with special educational needs and disabilities, assess these needs and ensure their needs are met.
- To ensure that students with special educational needs and disabilities join in with all the activities of the School.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and School.
- To ensure that learners express their views and are fully involved in decisions that affect their education.
- To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.

5.2 The success of this policy will be judged against the above objectives. The Trust annual report will detail the successful implementation of the policy and effectiveness of the provisions made. An annual review is undertaken by the Trust Committee and any amendments made in the light of review findings.

6. Who does this policy apply to?

6.1 This policy applies to all School staff, parents, and those students with special educational needs attending LeAF.

7. Who is responsible for carrying out this policy?

7.1 All staff are responsible for the implementation of the SEND policy.

7.2 LeAF Studio have a SEND Co-ordinator and an SEND Link Governor who takes a special interest in SEND, although the Trust Committee as a whole is responsible for making provision for students with special educational needs. The implementation of this policy will be monitored by LeAF's Governors and remain under constant review by the SENDCo.

8. Special Education Provision in the School

8.1 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's or additional interventions.

8.2 **High quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEND.

8.3 **SEND support** – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be identified on the SEND section of the Inclusion register by a code of K and strategies of support will be provided through a Student Information Passport.

8.4 **Monitoring** – Students who have an identified SEND but that do not require support/interventions additional to high quality teaching and differentiation will also be on the SEND register and monitored but will not have an SEN code. They will have strategies of support provided for their

teachers where appropriate and if needed they will also have a Student Information Passport.

8.5 We are committed to early identification of special educational needs and adopt a graduated four part cycle to meeting need in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review.

8.5.1   **Assess**

8.5.1.1   Information about previous Special Educational Needs and Disabilities will usually accompany students upon entry to the School and this will be used by the SENDCo to make sure appropriate provision is continued. For students already at the School a range of evidence is collected through the regular assessment and monitoring arrangements. If this suggests that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENDCo in order to decide on whether additional and / or different provision or assessments are necessary. This may be through the teacher completing a Record of Concern referral form for SEN Support with details of concerns and this is passed onto the SENDCo. There is no need for students to be identified or registered as having SEND unless the School is taking additional or different action.

8.5.1.2   The next stage involves the SENDCo completing a review of the provision in place for this student and the potential need for further assessments; this may include Dyslexia and Dyscalculia assessments.

8.5.1.3   New students joining the School are tracked by pastoral support and records passed to the SENDCo after checking by the (Assistant Vice Principal) AVP for specialism. All SEND students are identified on the SEND Register and closely monitored through meetings with the SENDCo, Pastoral Lead, AVPs and other staff where required.

8.5.2   **Plan**

8.5.2.1 If a student is not making enough progress, teachers, SENDCo and parents will work together to solve the problems. This may lead to the SENDCo or Pastoral Lead gathering information from the students subject teachers. This is so that the School can ascertain if the areas of concern are across other subjects.

8.5.2.2 The SENDCo of Pastoral Lead collates all the feedback from the subject teachers and plans the next steps. These may be further interventions or referrals to outside agencies but will mostly leads to the completion of a Student Information Passport.

8.5.2.3 Desired outcomes will be discussed and Provision/action that is different or additional from that available to all will be recorded on a Student Information Passport. This will be written by the SENDCo/ teacher / Pastoral Lead / AVP for Specialism in consultation with the student, parents, carers and other teachers when appropriate.   The student may then be placed at SEND Support level on the SEND Register if additional interventions are needed and parents informed of this.

8.5.3 **Do**

8.5.3.1 The quality of teaching for students with SEND, and the progress made by students, is a core part of the School's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Student Information Passport and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by teacher / tutor / AVP for Specialism / Pastoral Lead / SENDCo.

8.5.3.2 Staff are offered relevant opportunities for training in special needs issues through the School training programme or at external events as appropriate to develop skills and understanding when making provision in all teaching areas.

8.5.4 **Review**

8.5.4.1 Interventions will be reviewed termly by teacher / tutor / AVP for Specialism / Pastoral Lead / SENDCo. Student Information Passport will be reviewed 6 monthly and desired outcomes and progress discussed with Student and Parents/carers who will be invited to participate in the review process. After a review either new targets will be set or the learner removed from the SEND section of the SEND register. Evidence of progress will come from termly assessments which feed into Sims Progress Tracker.

8.5.4.2 If, despite significant intervention at SEN Support level, and if the School has evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. Students and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

9. External agencies

9.1 The SEND Information Report (Local Offer) sets out clearly what support is available from different services and how it may be accessed.

9.2 When referral is agreed desired outcomes to be achieved through the support will be reviewed by SENDCo, teacher, parent and specialist.

10. Identifying areas of need

10.1 LeAF uses the four areas of need outlined in the Code of Practice 2015 to identify a student's needs and to work out what action needs to be taken. Support provided will always be based on a full understanding of the strengths and needs of the individual and interventions targeted at their areas of difficulty.

10.2 **Communication and interaction**

10.3 Students with speech, language and communication needs. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

10.4 Students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction, language, communication and imagination.

10.5   **Cognition and learning**

10.5.1 Cognition and learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) – students who need support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and multiple learning difficulties (PMLD) – students who have severe and complex learning difficulties, physical disability or sensory impairment.

10.5.2 Specific learning difficulties (SpLD) – affect specific aspects of learning e.g. dyslexia, dyscalculTA and dyspraxia.

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

10.6.1 Students experience a wide range of social and emotional difficulties, manifesting in many ways – withdrawn, isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties – anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms.

10.6.2 Students with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder.

10.7   **Sensory and/or physical needs**

10.7.1 Students that require specialist support and/or equipment to access their learning – Vision Impairment (VI), Hearing Impairment (HI), multi-sensory impairment (MSI).

10.7.2 Students with a physical disability (PD) require additional on-going support and equipment to access all opportunities available to their peers.

11.Implementing Education, Health and Care Plans (EHCP)

11.1   From Sept 2014 the Local Authority will start replacing Statements with EHCP's during a 3 year transition period.

11.2   When a student has been identified as SEND and the graduated assess, plan, do and review process identifies that a student continues to not make expected progress the School in consultation with staff, external agencies and parents will consider a request for an EHCP.

12.Education, Health and Care Plans

12.1   The purpose of an EHCP is to make special educational provision to meet the special educational needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. The local authority considers the provision of all EHCP's and when doing this they take into accounts a wide range of evidence. This includes:
- Evidence of the student academic attainment and rate of progress
- Information about the nature, extent and context of the students SEN
- Evidence of action already being taken by the School to meet the students SEN
- Evidence that where progress has been made, it has only been as the results of much

additional intervention and support over and above that which is usually provided

o Evidence of the students physical, emotional and social development and health needs, drawing on relevant evidence from outside agencies and what has been done to meet these by other agencies

13. Rationale for deployment of Teaching Assistants (TAs)

13.1   The Schools' Teaching Assistants support students with SEN. The allocation of the TAs is overseen by the School SENDCo. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis. A TA works under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

1. Rationale for Students with English as an Additional Language (EAL)

14.1   The term EAL is used when referring to students where their mother language at home is not English. Students learning English as an additional language (EAL) share many common characteristics with students whose first language is English. However, their learning experience differs because they are learning *in* and *through* another language, and because they may come from cultural backgrounds and communities that have different understandings and expectations of education, language and learning.

15. Strategies within the School and classroom

15.1   Support will be provided in various forms, including teaching following the quality first principles. Where necessary this may include targeted TA intervention.

15.2   Using available data and assessments completed, teachers will be knowledgeable about students' abilities and needs in English and other subjects. They will use this knowledge to inform their curriculum planning, classroom teaching and student grouping. This will support them in identifying the student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.

15.3   There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.

15.4   Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

15.5   Recognise that students with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.

15.6 Provide differentiated work for EAL students. This may mean providing and targeting appropriate reading materials that highlight different ways in which English may be used.

15.7 The language development of all students is the responsibility of all teachers and teaching support staff.

15.8 There will be liaison between teachers and inclusion department in particular with the EAL Teaching Assistant (TA) to discuss language development within the structure of the lesson and potential resources that may be available.

15.9 Allow students to use their mother tongue to explore concepts.

15.10 Give newly arrived students time to absorb English (there is a recognised 'silent period' when student understand more English than they use – this will pass if their self-confidence is maintained).

15.11 Group student to ensure that EAL students hear good models of English.

15.12 Use collaborative learning techniques.

15.13 Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

15.14 Explain how speaking and writing in English are structured for different purposes across a range of subjects.

15.15 Ensure that there are effective opportunities for talking, and that talking is used to support writing.

16. Assessment

16.1 When a new EAL student arrives the enrolment details held on the admissions form will highlight students with EAL needs.

16.2 Where appropriate, the student will undertake CAT testing which gives an indication of both verbal and non-verbal reasoning ability. Consideration of English language ability will be given when assessing the performance in verbal reasoning.

16.3. All EAL students are entitled to assessments as required.

16.4 The School will carry out on-going recording of attainment and progress in line with agreed School procedures. If progress is below the expected level, as with all students, interventions will be put in place to support the EAL student to accelerate their progress.

16.5 Assessment methods are checked for cultural bias and action is taken to remove any that is identified.

16.6 Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

17. Access and support

17.1 All students will follow the full School curriculum. The School will provide texts and resources that suit the students' ages and levels of learning.

17.2 Where appropriate, EAL students will be supported by an Teaching Assistant in the classroom to enable the student to complete tasks with understanding.

17.3 Where necessary, for students who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

18. Responsibilities and monitoring EAL students

18.1 It is the responsibility of the SENDCo to monitor and review the provision and progress of EAL students.

18.2 The SENDCo will ensure all EAL students details are recorded in SIMs with details of their first language.

18.3 Relevant information on students with EAL reaches all staff.

18.4 Targets for EAL students learning are set and are monitored so that they are met. Where necessary, for students who are functioning at one or more levels behind that which could be expected for their age and time in School, withdrawal support will take place for a set period. This will be monitored and reviewed by the SENDCo.

18.5 Training in planning, teaching and assessing of EAL learners is available to staff.

18.6 The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

19. Rationale for Looked After Children (LAC)

19.1 To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all students. To support our Looked After Children and give them access to every opportunity to achieve to their potential and enjoy learning.

19.2 The key principles that the School puts in place to support the educational achievement of Looked After Children are pprioritising education, attendance and effective targeted interventions.

20. Responsibility of the School for Looked After Children

20.1 To identify a Designated Teacher for LAC. To ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and take action where progress, conduct or attendance is below expectations.

20.2 To support the Designated Teacher in carrying out their role by making time available and ensuring they attend appropriate training on LAC.

20.3 The name of the Designated Teacher for LAC is Mr J Phillips.

21. The role of the Designated Teacher

21.1 **Within the School**

21.1.1 To ensure all staff, both teaching and non-teaching, have an understanding of the difficulties

and educational disadvantage faced by Looked After children and understand the need for positive systems of support to overcome them;

21.1.2   To inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these students in School homework clubs, extra-curricular activities, home reading schemes, School councils, etc.

21.1.3   To act as an advocate for Looked After Children;

21.1.4   To develop and monitor systems for liaising with carers, Vulnerable Children's' Services and the Education Inclusion Department;

21.1.5   To hold a supervisory brief for all Looked After Children for example, to ensure all relevant education and care information is available to School staff and carer(s), and that this information is kept up to date;

21.1.6   To monitor the educational progress of Looked After Children in order to inform the School Advisory Group and the School's development plan. Based on progress data implement appropriate interventions in place to ensure at least 3 levels of progress in all core subjects are made by all LAC students.

21.1.7   To intervene and put interventions in place if there is evidence of individual underachievement, absence from School or internal truancy and to ensure the involvement of a careers Service with Looked After Children in years 9 to 13.

21.2   **Work with the Individual LAC student**

21.2.1   To enable the student to contribute to the educational aspects of their care plan so that they can make at least 3 levels of progress in all core subjects;

21.2.2   To help ensure that each student has a Personal Education Plan (the PEP should be initiated by the students social services case worker);

21.2.3   To ensure there is a positive home-School relationship with the primary carer;

21.3   **Liaison**

21.3.1   To liaise with the member of staff responsible for monitoring children on the Child Protection Register;

21.3.2   To help co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the student's Care Plan;

21.3.3   To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings;

21.3.4   To be the named contact for colleagues in Education Inclusion and Vulnerable Children's' Service; and to ensure the speedy transfer of information between agencies and individuals.

21.4   **Training**

21.4.1 To develop knowledge of Vulnerable Student/Education Inclusion procedures by attending training events organised by the Local Authority; and to cascade training to School staff as appropriate.

22.The role of the Trust Committee

22.1   The named SEND governor will report to the Trustees at least on an annual basis:
- A comparison of test scores as a discrete group, compared with those of other students;
- The attendance of students as a discrete group, compared with other students;
- The level of fixed term/permanent exclusions; and
- Student destinations.

22.2   The named SEND governor should be satisfied that the School's policies and procedures ensure that looked-after students have equal access to:
- The national curriculum;
- Public examinations;
- Careers guidance;
- Additional educational support;
- Extra-curricular activities; and
- Work experience.

23 Responsibility for Looked After Children in the School

23.1   It is important that all teaching staff who are in contact with the student are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Principal and/or the Designated Teacher for Looked After Children.

23.2   It is appropriate for Teaching Assistants to have knowledge that the student is being looked-after only when directly involved in the teaching of the young person.

23.3   In the absence of the usual class teacher, some information regarding the student's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Principal or the Designated Teacher for Looked After Children.

24 School Admissions

24.1   On admission, records (including the PEP) will be requested from the student's previous School and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate School induction will take place.

25 Involving the Young Person

25.1   It is important that a student is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the School, the Social Worker, and their carer(s) are working together to promote their education.

26 Communication with Other Agencies

26.1   The School should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the Student's Social Worker in addition to the foster carer or Residential Social Worker.

26.2   The School, Education Inclusion and the Vulnerable Children's' Service should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

26.3   Vulnerable Children's' Service, the Education Inclusion Service and School will need to exchange information between formal reviews if there reviews if there are significant changes in the student's circumstances, e.g. if the School is considering an exclusion, there is a change of care placement or there are significant attendance issues.

27 Assessment, Monitoring and Review Procedures

27.1   Each looked-after student will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Services take a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:
- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in Extra Curricular Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).

27.2   The PEP will be updated 3 times a year, as part of the Statutory Reviewing process carried out by the Vulnerable Children's' Service.

27.3   The named School Advisory governor will report annually to the School Advisory Group on the progress of all Looked After Children against the key indicators outlined above.

28. Storage of information

28.1   Information on students will be stored for the length of time proposed by Freedom of Information Act 2000. The length of storage time will be the number of years from their Date of Birth plus 25 years.

29. Policy review

29.1   This policy will be reviewed yearly School Senior Leadership team and submitted to the Trust Board for review. This will allow the Trustees to assess its implementation and effectiveness.

29.2   This policy will be actively promoted and implemented throughout the School.

29.3   Reference should also be made to the below further reading that has been used to produce

this policy.

30. <u>Further Reading</u>

30.1   Children Act 1989

30.2   Children and Families Act 2014

30.3   Developing Quality Tuition: Effective practice in schools – English as an Additional Language DfE 2011

30.4   The Disability Discrimination Act 1995

30.5   Equality Act 2010

30.6   Freedom of information Act 2000

30.7   Human Rights Act 1998 (October 2000)

30.8   Local Authority Social Services Act 1970 (Section 7)

30.9   Promoting the education of looked after children DfE 2014

30.10   Race Relations Act 1976

30.11   SEND Code of Practice 2014

30.12   SEND Code of Practice 2015