

Special Educational Needs and Disability Policy

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Outstanding Achievement for All

Special Educational Needs and Disability Policy

This policy includes Special Educational Needs and Disability, English as Additional Language and Children in Care

Contents

Vision and Values (SEND).....	3
Student and Parent Voice	3
Introduction and Legal Framework.....	3
Objectives	5
Identification of Special Educational Needs (SEN).....	5
Communication and interaction -	5
Cognition and learning.....	6
Social, emotional, and mental health difficulties	6
Sensory and/or physical needs	6
Disabled students.....	6
Who does this policy apply to?.....	6
Who is responsible for carrying out this policy?.....	7
Special Education Provision in the School	7
Assess.....	8
Plan	8
Do.....	8
Review.....	9
The Wave Approach.....	9
External agencies	10
Education, Health and Care Plans (EHCP).....	10
Storage of information.....	11
Policy review	12

Special Educational Needs and Disability Policy

Vision and Values (SEND)

As an inclusive educational community our aim is 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 enable all students to successfully transition throughout their journey at Leaf and into adulthood.

Student and Parent Voice

In Special Educational Needs and Disabilities (SEND) education, the voices of students and parents are paramount. Their perspectives offer invaluable insights into individual needs, learning styles, and challenges. Students possess firsthand experience, crucial for tailoring support and fostering inclusivity. Their input ensures interventions are effective and respectful of their autonomy. Parental involvement strengthens collaboration between home and school, facilitating holistic support frameworks. At Leaf we solely endorse a collaborative approach to support to make sure all views are heard and incorporated to ensure outcomes are achieved.

Introduction and Legal Framework

The Special Educational Needs and Disability (SEND) policy is written in line with the following statutory information, advice and guidance.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

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.

The Leaf SEND and Information Report provides information on how the policy is implemented in terms of provision across the school to meet need and can be found on our website.

Objectives

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 have the opportunity to join in with all the activities within 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.

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.

Identification of Special Educational Needs (SEN)

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:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same academic year.
- A range of data is used from across the school to help identify needs at the earliest opportunity in order to put the correct provision in place as required.

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.

Communication and interaction - 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.

Cognition and learning

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.

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

Social, emotional, and mental health difficulties

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.

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

Sensory and/or physical needs

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

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

Disabled students

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.

Who does this policy apply to?

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

Who is responsible for carrying out this policy?

All staff are responsible for the implementation of the SEND policy. The SEND Co-Ordinator at Leaf Studio School has a responsibility for the reviewing and implementation of this policy working with colleagues across the school. There is a SEND academy committee member who provides support and challenge.

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 AAC and remain under constant review by the SENCO.

Special Education Provision in the School

Leaf offers a graduated pathway to support students within identified needs. Teachers are responsible and accountable for the progress and development of the students in their class, this includes including where students access support from TA's or other additional interventions offered by the school.

High quality teaching – differentiating for individual students including any other reasonable adjustments is the first step in responding to students who have or may have SEND. This is our universal support and described what should be ordinarily available to all students in our setting, as required.

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

CPD - Regular training is provided by the SENCO to all teaching and support staff in relation to the profile of educational needs across the school. This is regularly reviewed every academic year to ensure it is relevant and informative to the current cohort.

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 inclusion 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 Pupil Passport.

Assess, Plan, Do, Review

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:

Assess - Information about previous Special Educational Needs and Disabilities will usually accompany students upon entry to the school and this will be used by the SENCO 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 SENCO to decide on whether additional and / or different provision or assessments are necessary. There is no need for students to be identified or registered as having SEND unless the School is taking additional or different action.

When a student has been identified as potentially having SEND, the SENCO will arrange for a review of the provision in place for this student and the potential need for further assessments.

New students joining the school are tracked by pastoral support and records passed to the SENCO after checking by the Head of Year. All 'vulnerable' students are identified on the Inclusion Register and closely monitored.

CAT4 tests are undertaken to give baseline quantitative data as to what students may need further SEN support in specific areas of learning. All students joining in Year 9 will undertake these assessments. If a student is identified as having a potential SEN need, this student will be reviewed by the SENCO and the waved approach applied according to need.

Plan - If a student is not making enough progress, teachers, SENCO and parents will work together to solve the problems. This leads to the generation of a concern form which is sent out by a member of the Inclusion team to all teachers of the student in question. This is so that the School can ascertain if the areas of concern are across other subjects.

The SENCO will collate all the feedback from the concern forms and plan the next steps. This may be further interventions or referrals to outside agencies but will mostly lead to the completion of a Student Information Passport.

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 SENCO/ teacher / Head of Year 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.

Do - 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 / Head of Year / Head of Subject / SENCO.

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.

Review - Interventions will be reviewed termly by teacher / tutor / Head of Year / SENCO. Student Information Passport will be reviewed annually, and desired outcomes and progress discussed with Student and Parents/carers who will be invited to participate in the review process. After a review students will be removed from the specific intervention if measurable progress is witnessed, or the learner will be removed from the SEND section of the inclusion register. Evidence of progress will come from termly assessments which are reviewed in Termly Progress Meetings.

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. The wave approach must be followed before any referral is supported to external agencies.

The Wave Approach

Leaf Studio uses a Wave Approach for meeting needs and planning is stored and reviewed within provision map. This approach is in line with the BCP Graduated Approach to meeting needs.

Wave 1: Student has been identified as having an SEN need. Student has a meeting with the SENCO to create an Individual Pupil Passport. This is then shared with staff and parents/carers to make sure all parties involved in the child's education have inputted and are aware of the strategies that can be used.

Wave 2: After implementing a pupil passport, expected progress is not seen. Interventions available within the school setting can then be put in place to support the highlighted SEN need of the student. The interventions available can be found within our SEND information report.

Wave 3: After reviewing the Pupil Passport and interventions in place (Termly), if expected progress is still not being made then external agencies and referrals are undertaken in order to access bespoke support and care for students. This can only be considered after Wave 1 and 2 have been reviewed.

In the case of EHCPs. If expected progress is not made, this will be highlighted within the Annual Review process. In extreme circumstances an emergency Annual Review may be called if it is felt the educational setting is unable to meet need with the current EHCP in place.

External agencies

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

Education, Health and Care Plans (EHCP)

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 (Education Health Care Plan).

The purpose of an ECHP 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. In order for a statutory assessment to be considered the below must be able to be evidenced. 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 need (A minimum of 1 academic year's data is needed in order to support an EHCP application, as stated by BCP).

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.

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.

Children with specific circumstances

Looked After Children Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English. The school will consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Storage of information

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.

Policy review

This policy will be reviewed yearly by the School Senior Leadership Team.

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

Reference should also be made to the below further reading that has been used to produce this policy.