



SEND POLICY

A Graduated Response to SEND

September 2018

Date for Review: September 2021

James Montgomery Academy Trust

Statement of Intent

This policy outlines the framework for Meadow View and the James Montgomery Academy Trust (JMAT) to meet its duty and obligation to provide a high quality education to all of its pupils, including children with special educational needs and disabilities (SEND), and do everything it reasonably can to meet the needs of pupils with SEND.

Through successful implementation of this policy Meadow View and the JMAT aims to:

- Eliminate discrimination
- Promote equal opportunities for all
- Foster good relationships between pupils with SEND and pupils without SEND

The Meadow View and the JMAT will work with the relevant Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents, and carers in decision making
- Identification of children's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Improved choice and control for parents and carers regarding support for their child.

This policy operates in conjunction with the individual school's SEND Information Report which is displayed on individual school websites and is linked to the LA local offer.

Identifying SEND

Meadow View and the JMAT has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long term outcomes for the pupil.

Teaching staff, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better pupils' previous rate of progress
- Does not diminish the attainment difference between the pupil and their peers

Definition

The SEND Code of Practice states that all children should have access to 'high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

There is no hard and fast threshold of need which determines if and when a pupil has Special Educational Needs (SEND)

The Code of Practice breaks down SEND into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical

Children with Special Educational Needs and disabilities (SEND) and Safeguarding

The statutory DfE guidance 'Keeping Children Safe in Education' 2019 specifically referenced the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

In addition to the above it is also acknowledged that schools within the JMAT should consider extra pastoral support for children with SEN and disabilities to overcome the above challenges. In terms of the use of 'reasonable force/ positive handling' JMAT schools recognise the additional vulnerability of children with SEND and medical conditions. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Children with Specific Circumstances

Children who are Looked After (CLA), formerly LAC, previously looked after and adopted children

Meadow View and the JMAT recognises that a proportion of LAC may have SEND requirements. JMAT schools must appoint a designated teacher for children who are LAC+. The designated teachers has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from care. The designated teacher must have appropriate training and the relevant qualifications and experience.

English as an Additional Language (EAL): Meadow View and the JMAT gives particular care to the identification and assessment of the SEND of children whose first language is not English. Meadow View and the JMAT appreciates that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress it should not be assumed that their language status is the only reason; they may have learning difficulties. Meadow View and the JMAT schools will look carefully at all aspects of a pupils performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

The Directors and Management structure of James Montgomery Academy Trust acknowledge that they hold ultimate responsibility for the attainment and progress of all children within its schools

Roles and Responsibilities of (SEND) Governors

Key responsibilities for Governors may include:

- Identify and name a governor responsible for SEND
- Take steps to make key stakeholders aware of the SEND Governor
- Report annually to the SENDCo on matters related to SEND and whole school action plans
- Have a general overview of SEND issues within the school
- Ensuring that the school is meeting its statutory duties in terms of key legislation (Equality Act 2010) including having appointed a designated teacher.
- Ensure school has and displays its equality statement.

Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo role is a strategic one, working alongside the senior leadership to inform with a view to reviewing and refreshing the SEND policy in line with changes in central policy. To work in conjunction with class teachers to review practice to ensure every child with SEND receives the personal support that they require. The responsibilities of the SENDCo may include:

- Liaising with parents and pupils to discuss SEND needs, provision and progress

- Overseeing day-to-day operations of the schools SEND Policy
- Co-ordinating support for children with SEND
- Conducting detailed assessments in co-ordination with class teachers and other agencies
- Overseeing the records of all children with SEND
- Ensuring that agreed actions, interventions and procedures are followed
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and managing the roles and responsibilities of teaching assistants working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions
- Liaising with external specialist support services
- Keeping up to date with legislation and policy changes
- Supervising the evaluation of interventions
- Reporting to Senior Management and SEND Governor
- Ensuring their CPD by keeping up to date with relevant developments and LA initiatives.

Roles and Responsibilities of class teachers

Key responsibilities for class teachers may include:

- Planning and delivering a differentiated curriculum which meets the needs of all children
- Having an awareness and understanding of the SEND Policy
- Raising concerns with the school SENDCo and working to address these concerns
- Liaising with teaching assistants to deliver specific and targeted interventions
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations (diary of intervention or behaviour log)
- Giving feedback to parents and children and young people related to issues of SEND and general progress
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services

Roles and Responsibilities of Teaching Assistants

Key responsibilities for teaching assistants may include:

- Be aware of the SEND Policy and Procedures
- Liaise with class teachers to discuss support packages, procedures and child's response to these interventions.
- Ensure that the support offered encourages independence

Roles and Responsibilities of Parents

Key responsibilities for parents may include:

- Try to understand the needs of the child with respect to SEND issues.
- Know who the class teacher, the school SENDCo and the SEND Governor is within the child's school
- Work with school staff and outside agencies to support the child's SEND needs.
- Be aware of the SEND policy within the school
- Attend all meetings, where possible
- Maximise school attendance
- Engage with outside services

Graduated Approach

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take 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 of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Graduated Approach involves the following processes:

Assess:

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teacher assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

Plan:

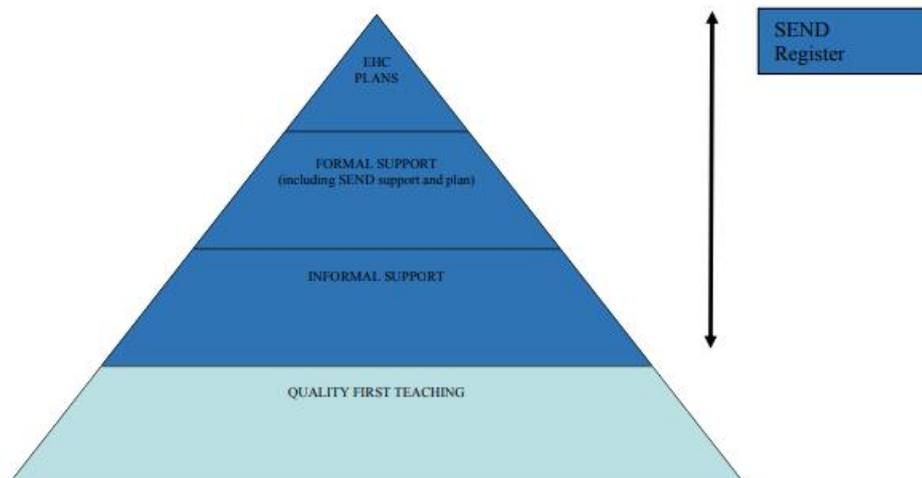
Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do:

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly.



The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education Health Care plan (EHC) plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

All recording of plans and assessments is completed and compliant with the JMAT GDPR policy.

Within the James Montgomery Academy Trust (JMAT), schools will endeavour to use the following graduated response in providing support for children:

Quality First Teaching:

The needs of the majority of children should be met through quality first teaching including effective differentiation and target setting where needed.

Informal Support:

Support at an informal level might include; different teaching and learning materials, specialist equipment, group or individual support, extra adult time (i.e. exploring the nature of the planned intervention, monitoring its effectiveness) and staff development and training.

Formal support:

If progress has not been made at an informal level then together the class teacher, SENDCo and parents will discuss and decide upon a next steps. At this point outside specialists can play an important part in the EHC PLANS FORMAL SUPPORT (including SEND support and plan) INFORMAL SUPPORT QUALITY FIRST TEACHING SEND Register very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They may act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

SEND Support Plan:

At a formal level of support an SEND support plan may be utilised. This document gathers together relevant information on the child, parental views, support interventions and their evaluations. This document may be used in support of an application for requesting an Education Health Care (EHC) plan. JMAT identifies that good practice would be that these plans be reviewed termly in line with statutory requirements.

Education Health Care (EHC) Plan:

Where pupil progress continues to be a concern under formal support, a request can be made to the Local Authority which may result in an Educational Health Care plan. These plans are statutorily reviewed annually in conjunction with the Local Authority. The SEND support plan, part of the support structure of (EHC) will continue to be reviewed termly.

All support plans whether SEND or EHC must be reviewed and amended in sufficient time prior to pupils moving between key phases of education.

Monitoring and Review

This policy is reviewed annually by the Inclusion lead.

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT academy website.

The next scheduled review date for this policy is **September 2021**