



Special Educational Needs and/or Disabilities (SEND) Policy

Issue 6 Reviewed – September 2021

Issue No.	Date	Approved	Signature	Revision Notes	Date Next Review
1 Revised	May 2014			Change of School Name	Autumn 2014
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3 Revised	November 2015			Revised in line with current practice	Autumn 2016
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Contents

1. Mission Statement
2. Aims and objectives
3. Responsibility for the coordination of SEND provision
4. Arrangements for coordinating SEND provision
5. Admission arrangements
6. Facilities for pupils with SEND
7. Allocation of resources for pupils with SEND
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEND
11. Evaluating the success of provision
12. Complaints procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents/carers
16. Links with other schools
17. Links with other agencies and voluntary organisations

Definitions of special educational needs and/or disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

Children with the most complex needs, will be supported by the completion of an Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website: www.nottinghamshire.SENDlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Mission Statement

Sunnyside Spencer Academy a place where all grow and shine.

It is the intention of this policy document to ensure that all those children who have a special educational need, are identified and have their needs met within a nurturing and inclusive environment.

2. Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Staff and Governing Body, through this policy, seek to secure the following aims and objectives:

- To provide a safe, caring and happy environment where pupils learn effectively.
- To ensure that at least good progress is made for children with Special Educational Needs and disabilities.
- To ensure pupils value others as individuals whatever their need or ability.
- To work co-operatively supporting and sharing expertise with all stakeholders.
- To encourage a successful partnership approach between home and school.
- To ensure pupils with SEND participate fully in the school community and are active in decisions about their education.
- To use a range of teaching and learning styles and resources to enable access to the entire curriculum.

Objectives – Sunnyside Spencer Academy will:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services [and feeding schools or early years settings– where applicable] prior to the child’s entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and SLT and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child’s progress, and providing information [at least termly] on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school’s SEND work.
- Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

As a school we will continue to nurture our already strong links with: School, families and Support Services (SFSS); Children and Adolescent Mental Health Services (CAMHs); Physical Disability Support Services (PDSS); Early Help Team; Personal, Social and Emotional Development Team (PSED); School Health; Speech and Language Therapists: Physiotherapists; Occupational Therapists; Paediatricians and The Educational Psychologist in the interests of children with SEND.

We will maintain strong links with Broxtowe SBAP and our partnership work with the Children's Centre is going from strength to strength.

3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head of School.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo.
- The person who oversees the deployment of our teaching assistants is the Head of School.

4. Arrangements for coordinating SEND provision

The SENDCo will ensure staff have access to details of pupils within their class who are SEND Concern or Support. Class teachers will have copies of SEND information for children they teach including Annotated Provision Pyramids, Pupil Profiles and IEPs, which they will share with parents/carers and monitor regularly. Such documents will be located in class SEND files and stored in a secure place. The SENDCo will keep documents such as vulnerable groups termly monitoring and assessment data, provision maps, minutes and actions from review, eHAF or annual reviews for individual pupils and correspondence from outside agencies in a locked cabinet.

All staff have access or have copies of:

- Sunnyside Spencer Academy SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs including: diagnosis and correspondence from outside agencies; action plans and new targets set; practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision on staffroom notice boards.
- Information available through Nottinghamshire's SEND Local Offer.
- Teachers create their own classes Provision Plans.

This information is made accessible to all staff and parents/carers, in a clear summary version or through minutes of meetings, in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Sunnyside Spencer Academy adheres to the (SEND) Code of Practice 1.33 - 1.36 in relation to school admissions and inclusion. No pupil will be treated 'less favourably than other pupils' and 'reasonable adjustments' will be made in consultation with the 'Physical Disability Support Service' (PDSS) for those children with specific physical disabilities.

6. Facilities for pupils with SEND

Our school will comply with all relevant accessibility requirements.

- Assistive technology.
- Increased access to the curriculum and assistance during assessments.
- LA School transport services.
- Physical environments (wheelchair access, lighting etc.) - see Accessibility Plan for more information.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Key decision-making approaches involve largely the SENDCo and Head of School as to the deployment of staff and relevant and necessary resources needed for individual pupils.

If a pupil requires specialist resources other sources of funding/resources can be accessed e.g. pupil premium, equipment provided through PDSS etc.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

Sunnyside Spencer Academy work largely on these criteria to identify SEND within school.

- Medical diagnosis.

- Level 2 or above on 'The Nottinghamshire Continuum of Children and Young People's Needs'.
- Outside agency support/in need of agency support.
- 1 full level or more behind in their progress.
- Has severe and complex needs that affect everyday life.
- Provision and resources are needed that are not usually available.
- Has intensive help and support from more than one agency.
- Has received appropriate intervention, support and resources from local offer of services and provision available in Nottinghamshire.
- Despite high levels of support is making limited or no progress.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) A pupil profile and SEND Concern form will be completed for the child.
- h) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- j) Weekly RAG and Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help school ensure that effective

provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will

work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDDlocaloffer.org.uk or by speaking to an Education, Health and Care Plan Coordinator on: 0115 9774012 or 0115 9773323 or by contacting the Parent Partnership Service on: 0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents/carers for other flexible arrangements to be made.

We also give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Leadership Team together with staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, SBAP, CAMHS etc.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year through parents/carers voice sessions and feed-back forms at parent's evenings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Sunnyside Spencer Academy monitors progress and achievement through termly assessments and a review of actions or Provision Plan targets for all of our SEND children. Teaching Assistants monitor the progress of the children within their intervention groups either through the analysis of data, BSquared or through the new Pre Key Stage standards (in light of the Rochford Review and assessment without levels) or through Boxall Profiles and feelings charts.

This all informs the regular mapping of SEND provision, and the monitoring, review and evaluation of interventions used to support pupils. This intervention information from provision management can be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo/Head of School/SEND governor and information is gathered from different sources such as: child and parent surveys; teacher and staff surveys; parent's evenings, parents/carers voice and parent consultation feedback forms. This will be collated and published by the proprietors of Sunnyside Spencer Academy on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

An appointment can be made with the SENDCo or the Class Teacher at any time if a parent/carer wishes to discuss their child's needs. If further discussions are

needed then the Head of School may be included too. All complaints will be dealt with in accordance to the schools complaints procedure.

If a Parent/Carer feels uncomfortable speaking to a member of staff they should put their complaint or concern in writing and a member of the Leadership Team and they will respond to them within the week.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Family SENDCo will support with training needs and disseminate relevant information she has received from the County Council for SENDCOs to share.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents/carers.

The following services will be involved as and when is necessary:

- School, families and Support Services (SFSS)
- Children and Adolescent Mental Health Services (CAMHS)
- Physical Disability Support Services (PDSS)
- Early Help Team; Personal, Social and Emotional Development Team (PSED)
- School Health; Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians
- The Educational Psychologist Service (EPS)

15. Working in partnerships with parents/carers

Sunnyside Spencer Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- a. early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. continuing social and academic progress of children with SEND
- c. personal and academic targets are set and met effectively through a child centred and collaborative approach (Provision Plans).

Parents/carers are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

Nottinghamshire has an active Parent Group which supports parents/carers and children with SEND. See their [website for more information:](http://www.ppsnotts.org.uk)
<http://www.ppsnotts.org.uk>.

16. Links with other schools

The school has strong links with our family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Transition plans are put into place for all children with special educational needs. These are created by Class Teachers and Teaching Assistants and if the child is coming up from nursery or going up to secondary school the SENDCo will liaise with relevant professional to put a plan of action in place.

17. Links with other agencies and voluntary organisations

Sunnyside Spencer Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.