



SPECIAL EDUCATIONAL NEEDS POLICY

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Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty or disability that calls for special educational provision.

The SEND Code of Practice (DfES, 2014) says children have a learning difficulty if they:

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

Mission statement

Manor Learning Trust adopts a 'whole school approach' to special educational needs. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

At Manor Learning Trust we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

All students are challenged to make the best of their considerable talents and abilities. An excellent curriculum, responding rapidly to national changes, good teaching by committed teachers and a culture of high expectations ensure students of all abilities achieve well and enjoy their learning.

Work hard and play hard reflects our ethos and ensures we can deliver on our mission statement: *We are a school that believes in success for all. Care, thoughtfulness, respect and independence are all nurtured within St Peter's C E Academy. An environment where pupils are challenged and supported to achieve their full potential guided by Christian values.*

1 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.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To make every effort to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO and Inclusion Manager will consult with the child's parents/carers for other flexible arrangements to be made.

Our objectives are:

- To identify the needs of pupils with SEND as early as possible. We do this effectively by gathering information from parents, education, health and care services and feeder schools or early years settings prior to the child's entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCo, the Inclusion Manager and the Principal, Mrs L Brooks, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents 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, providing information regularly on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- To 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, SENCo and Inclusion Manager. Pupil participation is a right. This will be reflected in decision-

making but also encouraged through wider opportunities for participation in school life.

2 Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Principal, Mrs L Brooks.
- The people coordinating the day to day provision of education for pupils with SEND are the SENCo and Inclusion Manager at St Peter's, Mrs C. Rose. crose@stpetersschoolraunds.co.uk
- The SEND Governor coordinates provision to ensure the Code of Practice is adhered to and are responsible for the day to day operation of the SEND policy.
- All staff and governors contribute to the implementation of the policy.
- The school has regular visits from the educational psychologist, care workers, speech and language therapists, occupational therapists, and other specialised staff as and when required.

3 Arrangements for coordinating SEND provision

The SENCo and Inclusion Manager will hold details of all IEPs and subject targets for individual pupils.

All staff have access to

- Manor Learning Trust SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice and pupils with Statements and Education Health Care Plans
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEPs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff P Drive on individual pupils and their special needs and requirements

This information is made accessible to all staff and parents in a clear summary version 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.

4 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 statements or Education Health Care Plans and those without.

Manor Learning Trust works in conjunction with the Northamptonshire Local Offer. The County Council is required to publish information about services available for children and young people (aged 0-25) with special educational needs and

disabilities. Information can be found on the Northamptonshire County Council Website (www.northamptonshire.gov.uk/localoffer) or by telephoning 0300 126 1000.

All SEND paperwork should be passed to the SENCo and Inclusion Manager by the previous school or setting / parents / local support service as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCo to aid the smooth transition of the pupil and discuss arrangements to be made, as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5 Specialist SEND provision

St Peter's CE Academy has 186 pupils of whom 19 have SEND. 1 pupils has a Statement and 1 pupil has an Education Health Care Plans (2015/16 academic year).

Manor Learning Trust recognises a full range of special needs.

We have members of staff who specialise in SEND provision and support teachers and teaching assistants have gained experience over the years by attending courses appropriate to their roles at the time.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6 Facilities for pupils with SEND

The school already has a range of specialist SEND facilities and adaptations to meet the needs of pupils who have sensory and physical needs in place and is working towards having all of the following:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds

- audio-visual fire alarms
- assistance with guiding

Teaching and learning

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for students with visual impairments

Methods of communication

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- readers for students with visual impairments

7 Allocation of resources for pupils with SEND

Manor Learning Trust welcomes applications on behalf of children with special needs. They are committed to ensure the 'full personal development of individual pupils'. Each teacher continuously reviews the needs of the children in their care and, in consultation with the Principal, Mrs L Brooks, and the SENCo and Inclusion Manager, aims to provide, as far as is possible, an appropriate curriculum to fulfil individual needs.

The national code of practice for Special Needs is followed carefully. On occasion children with identified needs may need exceptional help. We value the advice and support of Northamptonshire Council's Special Educational Needs Support Service.

If further help is still needed, then the school may make a referral for Higher Needs Funding to possibly fund additional help. It should be recognised however that such additional help is exceptional. Some funds have been delegated to the school and we carefully plan the use of these funds on an annual basis.

8 Identification of pupils needs

For a definition of Special Educational Needs, please see page 1 of this policy.

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 SENCo and Inclusion Manager 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) Parents 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.
- h) 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 SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) 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.

Referral for Education Health 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 when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

The decision to make a referral for an Education Health Care Plan will be taken at a progress review. The application for an Education Health Care Plan will combine information from a variety of sources including:

- Parents / Carers
- Pupil
- Teachers
- The SENCo and Inclusion Manager,
- The Principal, Linda Brooks
- The Vice Principal, Sarah Folkard

- Health professionals
- Social Care Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education Health Care Plan

- Following Statutory Assessment, an Education Health Care Plan will be provided by the Local Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- Parents have the right to appeal against a decision either for or against an Education Health Care Plan for their child.
- Once the Education Health Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, parents 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 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 Principal will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Principal together with the SENCo and Inclusion Manager, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The School does this by:

- 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
- setting appropriate individual targets that motivate pupils to do their best and

celebrating achievements at all levels

Any decision to provide group teaching outside the classroom will involve the Principal in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

10 Inclusion of pupils with SEND

The SENCo and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Principal and the SENCo and Inclusion Manager to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section 9.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by

- providing a balanced curriculum for all pupils both in and outside of the classroom, including interaction at unstructured times, and extending to extracurricular activities and school day trips and residential visits
- practicing teaching methods that suit the needs of individual pupils
- promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils

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 and pupils throughout the year. Manor Learning Trust holds independent reviews, faculty questionnaires, and data analysis and parent feedback.

Evidence collected will help inform school development and improvement planning.

12 Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal who will be able to advise on formal procedures for complaint. As far as possible these concerns would be addressed by the Inclusion team within the school. When concerns cannot be resolved within this existing framework, the parents may appeal to the governors of the school (please refer to Complaints policy).

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 Principal or appointed member of staff attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues .The Principal 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 Principal and the child's parents.

15 Working in partnership with parents

Manor Learning Trust believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- a) continuing social and academic progress of children with SEND
- b) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the Principal throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews and termly reviews. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Principal may also signpost parents of pupils with SEND to the local authority Northamptonshire Parent Partnership Service – Advice Line 08452415552 or email contact@npps.info

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any 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.

16 Links with other schools

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made. St Peter's has very close links with Raunds Infants School.

- Receiving pupils – meetings with parents and new pupil. Contacting previous

school for SEND information such as Statements/Education Health Care Plans, LA reports academic level, provision mapping and IEPs (if coming from another school). Liaising with LA if it is a pupil with a statement of SEN or a pupil with an Education Health Care Plan. All SEND information received between schools is available to parents. If necessary, the SENCo and Inclusion Manager work with the school to ease the transition of the pupil who will soon be attending the school.

- Transferring Pupils – copies of all IEPs, statements and Education Health Care Plans and local authority reports will be sent to the next school. Statemented pupils or pupils with an Educational Health Care Plan will have their new primary school invited to their last Annual Review. Parents would have copies of all these. All academic levels, intervention strategies and provision mapping will be transferred.

17 Links with other agencies and voluntary organisations

Manor Learning Trust invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo and Inclusion Manager are the designated people responsible for liaising with the following if necessary:

- Education Psychology Service
- Child and Adolescent Mental Health Services
- Social Services
- I A S S – Information Advice Support Service
- Speech and Language Service
- Teacher of the Deaf
- Teacher of the visually impaired
- Schools and family Support Service
- Autism specialist
- Occupational therapist
- Physiotherapist

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

Key Manager	Vice Principal
Key Governor Committee	Board of Directors
Ratified by Governors	2015 Autumn
Review Dates:	February 2016 Autumn
Location of Policy:	P:\STAFF\Policy Documents
Access to Policy:	Open
Policy Context:	This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources