



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY 2021-22

Policy Reference No	SG003
Review Frequency	Annual

Reviewed	Autumn 2021
Next Review Date	Autumn 2022
Ratified by Board of Directors	2003

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- The Children and Families Act 2014
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards (2012)

Rationale:

The Learning Academy Partnership (South West) is committed to providing an appropriate, high quality, inclusive education to ensure the best possible progress for all our pupils, whatever their abilities or needs.

As part of the Learning Academy Partnership strategic plan for improvement we aspire to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to raise the aspirations and expectations for all pupils with special education needs and disabilities (SEND).

We believe that all children should be equally valued in our academies. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can achieve and feel safe.

The aims of our special educational needs policy and practice in our academies are:

- To identify, at the earliest opportunity, barriers to learning
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health**
- 4. Physical &/or sensory**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with external agencies, where appropriate, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work with the Board of Trustees to enable them to fulfil their statutory duty to monitor with regard to the Policy statement for SEND

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

Objectives

At the Learning Academy Partnership, we are committed to developing an education provision that provides equality of opportunity and high achievement for all children. We aim to meet the special educational needs of pupils in a positive and proactive way: we have high expectations of all our children.

The focus within our schools will be on preventative work to ensure that children's special educational needs are identified as quickly as possible and that early action is taken to meet those needs.

We will exploit best practice when selecting interventions. Interventions for each child will be reviewed regularly to assess impact and we will adopt a multi-disciplinary approach to the resolution of issues by working cooperatively with all appropriate agencies. Children with Special Educational Needs and disabilities will be offered full access to a broad and balanced and relevant education, including an appropriate curriculum for the Foundation Stage.

The wishes of our pupils will be taken into account (in the light of their age and understanding) and we will work in partnership with parents to ensure that we take into consideration the views of individual parents in respect of their child's particular needs.

Identifying Special Educational Needs (See Flow chart)

How does the Learning Academy Partnership know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/setting.
- Class teachers have provided quality first teaching and targeted provision but a pupil struggles to make progress.
- Tracking of attainment outcomes, from a range of assessments, indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. **Communication and interaction**
 2. **Cognition and learning**
 3. **Social, emotional and mental health**
 4. **Physical &/or sensory**

Many children and young people have difficulties that fit clearly into one of these areas; others have needs which extend across more than one area; for some the precise nature of their need may not be clear at the outset.

We take into consideration other factors that may impact on progress and attainment;

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEN Support

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. All teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access additional support.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 - classroom observations & learning walks
 - ongoing assessment of progress
 - work sampling on a half termly basis
 - whole school pupil progress tracking
- All pupils have individual curriculum targets in writing and maths, set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parent Consultations.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to close the attainment gap between the child and their peers
- The pupil is closely monitored, and the class teacher takes steps to provide additional adapted learning opportunities using the guidance provided to them in the ‘graduated response.
- If the pupil does not make progress, despite the modified and adapted curriculum, additional action to increase the rate of progress will be identified and recorded on Step 1 of the graduated response. This will include a review of the impact of the adapted teaching being provided to the child . Parental and child voice will be included at all stages of the process.
- Regular meetings are held to review the action taken for pupils who are the subject of the graduated response. A decision is made as to whether further assessment is required, further modifications to teaching approaches or whether the pupil requires targeted provision.
- If the review indicates that “additional to and different from” support will be required then the views of all involved, including the parents and the pupil, will be obtained. Parents will be informed that the school considers their child may require SEND Support and their partnership sought in order to improve attainment.
- Appropriate evidence-based interventions are identified, recorded and implemented or a bespoke individualised programme may be devised.

- If progress rates are still judged to be inadequate, despite the delivery of high quality interventions and reasonably adapted teaching advice will be sought from the academy SENCo team or external agencies regarding strategies to best meet the specific needs of a pupil. Additional individualised assessment may be undertaken at this stage by the SENCo or Educational Psychologist and a report produced to aid the setting of suitable targets.
- Referral to external agencies will only be undertaken after parent permission has been obtained and may include referral to:
 - Additional Support Service
 - Educational Psychology Service
 - Hearing Impairment team
 - Visual Impairment Team
 - Speech & Language Therapist
 - School Nurse
 - CAMHS (Child & Adolescent Mental Health Service)
 - Social Care
 - TESS – Torbay Education Safeguarding Service
 - Early Years Advisory Team
 - Portage
 - ASD Outreach
 - Mayfield Chestnut Outreach (behaviour)
 - Mayfield Outreach
 - Combe Pafford Outreach
- SEND support will be recorded on an Individual Support Plan (ISP) that will identify a clear set of expected outcomes, including specific and relevant targets, together with the personalised provision to enable the pupil to achieve these targets. Progress towards these outcomes will be tracked and reviewed termly by the class teacher with the parents and the pupil during Parent Consultations.
- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority (request for a Statutory Assessment) to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- If the application for an EHCP is successful a member of the Local Authority presides over a meeting with the relevant professionals involved with the pupil/family from health, social care and education. The parents and the pupil also attend. The meeting registers the views and aspirations for the child alongside the barriers the pupil is experiencing. The decisions reached at the meeting form the framework for the Education Health and Care Plan.
- An Education Health and Care Plan (EHCP) is reviewed annually. The annual review enables the provision for the pupil to be evaluated and, where appropriate, for changes to be made, for example to reduce or increase the level of support.
- Personal Budgets: Top-up funding allocated in Statements/EHCPs can only be used for in-school educational provision. When Statements of SEN are transferred to an EHCP (by April 2018) or when an EHCP is in place, the top-up element could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the local authority.

Managing Pupils needs on the SEN Register/SEN Support

How will the curriculum be matched to my child's needs?

- We believe that all children learn best with the rest of their class. Our aim is for all children to be an active member of their class, with no ceiling on expectations placed on their learning.
- Our teachers plan using pupils' achievement levels and adapt
- Work to better match the pupil's ability. When a pupil has been identified as having additional needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised intervention, equipment or resources.
- When considering an intervention, we look first at the pupil's needs in order that we can select the intervention which is best matched to the pupil. The purpose of intervention is to close identified gaps and is monitored closely by the relevant lead professional and overseen by the SENCo.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents at Parent Consultations. An Individual Support Plan (ISP) is reviewed each term. Targets are usually set by the class teacher and parents /carers are encouraged to contribute.
- At any time during the term parents can arrange an appointment to discuss their child's progress with the class teacher. The school office can facilitate this.

How will you help me to support my child's learning?

- The class teacher may also suggest additional ways of supporting your child's learning at Parent Consultations, review meetings or by arranging a meeting with you.
- The SENCo may meet with parents of pupils on the SEND register to discuss how they can best support their child. This would normally be following assessment or at a review meeting.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and, if appropriate, the pupil themselves.
- Staff who administer medicine complete training and are approved by the school nurse as competent. All medicine administration procedures adhere to the Trust's Policy **Supporting Pupils Medical Conditions in School & Administration of Medicines (2017)** and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What training do staff supporting children and young people with SEND undertake?

We aim to keep the Learning Academy Partnership staff up to date with relevant training and developments with regard to SEN and disabilities.

SEND and Inclusion Professional Development

- The Learning Academy Partnership believes that **Quality Teaching** is the first step to support all pupils including those with SEND. Professional development of the highest quality is provided through an ongoing cycle of monitoring and review and is personalised to individual staff and groups of staff
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either for an individual pupil or whole class, through the Appraisal process.
- Support staff are encouraged to extend their own professional development and have access to tailor-made training, where this is appropriate.

- LAP SENDco attends SENDco Forum meeting each term where there are opportunities to network with other local SENDcos within Torbay and keep up-to-date with developments in SEN
- An NHS Speech Language Therapist visits regularly to assess and plan support for targeted pupils.

How will my child be included in activities outside the classroom including school trips?

- Class trips are part of the Learning Academy Partnership curriculum and we believe they benefit all our pupils. No pupil is excluded from a trip because of SEN, disability or medical need.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- If a health and safety risk assessment suggests that an intensive level of support is required, in addition to the usual staffing ratios, school will implement this.

How accessible is the school environment?

The Learning Academy Partnership is committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

We are committed to taking positive action, in the spirit of the Equality Act (2010) with regard to disability and to developing a culture of inclusion, support and awareness within the academies. We are happy to discuss any individual access requirements.

We are committed to improving access to the physical environment of the academies, adding specialist facilities, if at all possible. This is Academy specific.

This list is non-exhaustive and our Accessibility Plan, that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, is available via each Academy's website.

Transition Arrangements

How will the school prepare and support my child when joining or transferring to a new school?

Admission arrangements for all pupils, is in accordance with National legislation, including the Equality Act 2010. This includes pupils with any level of SEN; those with Education Health and Care Plans and those without.

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits is provided in the summer term for pupils starting in September. These include home visits for pupils transferring to nursery/EYFS.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDco meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Transition within the academy

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify key areas, the location of the toilets, coat pegs etc., to familiarise the pupil

- Opportunities to take photographs of key people and locations in order to make a transition booklet.
- Transition arrangements can be tailored to meet individual needs.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website of the receiving school
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. The SENCo from the preferred secondary school is invited to the Annual Review.
- Parents will be encouraged to consider options for the next phase of education and the Learning Academy Partnership will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Enhanced transition arrangements can be tailored to meet individual needs. Accompanied visits to other providers may be arranged, as appropriate.
- For pupils transferring to local schools, the SENDcos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the academy mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How is the decision made about how much support my child will receive?

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at meetings with the class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during Parent Consultations where Individual Support Plans are planned and reviewed

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy or concerned about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The Head of Academy

Appointments can be made through the school office.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academies.

Trustees

It is the statutory duty of the trustees to ensure that the Learning Academy Partnership follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The HUB SEND Member meets with the LAP SENDco each term to discuss actions taken with regard to SEND.

Dealing with Complaints

The Learning Academy Partnership works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Equal Opportunities

The Learning Academy Partnership is committed to providing equal opportunities for all, regardless of race, faith, gender or and capability in all aspects of school. We promote self and mutual respect and a caring and inclusive, family attitude in our settings.

Support services for parents of pupils with SEN include:

SENDIASS

This service provides impartial information, guidance, support and training to parents/carers on any special educational needs and/or disabilities issues.

They can be contacted by telephone: 01803 213986 or 07734391620

Torbay's Local Offer

The SEND Local Offer is a resource that 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 that have an EHCP and those who do not, 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 private, voluntary and community sectors.

Information regarding the Local Authority's Local Offer can be found at

<http://www.torbay.gov.uk/schools-and-learning/send/>

Additional information regarding the reforms and the SEN Code of Practice (2015) can be found on the Department for Education website: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Learning Academy Partnership www.lapsw.org

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)	
Signed:	CEO
Date:	
Signed:	Chair of Trustees
Date:	

COVID-19 ANNEXE

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. SATS, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment needs or EHCP, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

The Head of Academy and Governing Board must have regard to the SEND Code of Practice and the Equality Act.

Further information:

- COVID-19 SEND advice and guidance Devon: <https://www.devon.gov.uk/coronavirus-advice-in-devon/document/send/>
- Local Offer Devon: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>