



The Gem Federation SEND policy

Rationale

All Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants, higher-level teaching assistants or specialist staff.

The Governors expect all staff of the school concerning the Code of Practice to:

- Ensure appropriate provision is made for any pupil with SEND
- Ensure all pupils; including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Ensure regular and appropriate communication and discussion with parents/carers of pupils who are on the SEND register regarding SEND matters
- Ensure that pupils with SEND are fully included in school activities

Aims

The aim of this policy is to ensure all pupils are appropriately supported, in order that they may have the fullest access to the National Curriculum- aspire and make sufficient progress in order to transition into the next phase of their lives seamlessly. Ready and prepared- not only academically- but also socially and emotionally; determined to face the new challenges as they enter secondary school.

In providing for those pupils identified as having SEND, we seek to:

- **Ensure all pupils are valued equally-**
We believe that all children, including those identified as having a special education need and/or disability have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them. In addition, we ensure that all children are fully included in all aspects of school life.
- **Ensure that children aspire and make sufficient progress-**
We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We assess for learning and intervention, as opposed to assessment and labelling.
- **Recognise the importance of relationships between family needs and learning, and work in collaboration with families to identify appropriate support for children, and provide support to families as necessary-**
We believe all staff, parents and carers are committed to Inclusion. We aim to engender a sense of community and belonging, and offers new opportunities to learners who may have experienced previous difficulties.



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- **Ensure that children with SEND are identified and assessed as early as possible-**
We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.
- **Develop children's self- confidence, motivation, awareness of and agency in relation to their own abilities (strengths and areas for development)-**
We believe that each child is individual and unique, and they must first have self-confidence in order to be motivated to rise to the high standards of learning and behaviour we have for them. We respond to children in a way that takes in account their varied life experiences and needs. We promote positive attitudes to disability and differences in learning and endeavour to minimise exclusionary practices.

Implementation

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The four areas of need are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can affect how they relate to others.



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Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD); where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour e.g. self-harming, eating disorders or physical symptoms that are medically unexplained. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to note that children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND. The need is identified as an additional one and will be met through a range of strategies and interventions to enable the pupil to achieve their potential.

In addition, a child with a long-term medical condition does not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they would additionally be covered by the Specialist Educational Needs and Disabilities (SEND) definition.



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Other barriers to learning that may require and Education Health Care Plan (EHCP)

Despite the interventions offered to some children, they may still struggle to access the curriculum and thus will need a higher level of support. The school or parents will apply to the local authority for an EHCP. The school will need to provide evidence that they have used sufficient resources to support the child.

Roles and Responsibilities

The Governing body:

Responsible for:

The Governors of the Federation, in consultation with the Chief Executive Officer and Head teacher, determine this policy for pupils with special educational needs. They monitor its implementation, the quality of provision for children with SEND and the outcomes they achieve.

The Head Teacher:

Responsible for:

The day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head teacher is responsible for ensuring that the governors' aims for SEND provision, met in the school. The Head teacher, via the SENDCO, informs parents of the SEND provision for their child and ensures that the Governing Body is kept up to date about issues relating to SEND.

The SENDCO

The SENDCO must be a qualified teacher and if they have not been in the position of a SENDCO they must have or be working towards a National Award in special educational needs coordinator within the first 2 years. The SENDCO has responsibility for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with all the other professionals who may come into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure those records of your child's progress and needs are kept up to date.



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The Class Teacher

All Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Co-ordinator (SENDCO) know.
- Setting targets, sharing, and reviewing these with children regularly and parents during parents' meeting with the support of the SENDCO as necessary.
- If appropriate, providing personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing any support that LSAs and HLTAs provide for your child.
- Work with the SENDCO to identify their own training needs around SEND.
- Ensuring that you are involved in supporting your child's learning.

Learning Support Assistants (LSAs)

Learning support assistants work under the guidance of the SENDCO to ensure identified children's needs are being met within the classroom. In conjunction with the class teacher, LSAs are responsible for:

- Supporting pupils with SEND effectively to ensure expected progress
- Promoting independent learning rather than dependent learning
- Recording, monitoring and evaluating effectiveness of support
- Assisting with the identification and effective provision of appropriate resources
- Attending liaison, team and other professional meetings
- Undertaking appropriate professional learning

Subject Leaders/ Middle Leaders

Subject leaders and Middle leaders are responsible and accountable for tracking and monitoring the progress and development of pupils with SEND against their starting points and against pupils of the same age group to ensure the gap is being narrowed between pupils with SEND and their peers. Middle leaders in conjunction with the senior leadership team, monitor the quality of teaching within their subjects to ensure that quality first teaching is being delivered to every child in every lesson and to ensure that appropriate differentiation and challenge is put in place to support all pupils including those with SEND. Leaders should monitor and track the overall achievement of children in their subject and put appropriate interventions in place for any pupil who has a pattern of underachievement. This should be in liaison with the SENDCO, parents and class teacher.



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Identification and Assessment

The importance of early identification, assessment and provision for any child who may have additional and individual educational needs cannot be over-emphasised. The earlier action is taken, the greater the impact on pupil progress. There are times in the school year when a teacher becomes concerned that a child is not making sufficient progress in terms of the curriculum. If this is the case, then the teacher should:

1. Reflect on the effectiveness of who class teaching
2. Provide personalise intervention to enable age appropriate working.

In addition to the provision of the above intervention, the class teacher should:

- Collect evidence e.g. workbooks and assessment data to decide whether the child is achieving the expected National Curriculum or Foundation profile levels of attainment for their age group.
- Liaise with the SENDCO who will make observations and work with the child in order to clarify needs.
- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use curriculum and baseline assessment process to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- Involve parents in development and implementing a joint approach at home and in school, which is done through termly SEND meetings.

The Gem Federation is open and quick to respond to expressions of concerns by parents/carers and takes into account any information that is offered about their child.

If after going through these processes, there is still a concern; the child will be classified as SEND support. A provision map will be drawn up and specific targets will be outlined. A process called assess-plan, do, review is followed (see below.)



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Provision and Procedures



Where a child's learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age, he/she is identified as having SEND and is placed on the school's SEND register; the school then puts in place SEND support. This takes the form of a four-part cycle referred to as '**Assess-Plan- Do- Review**':

Assess

A clear analysis of the child's needs through the teacher's assessment and experience of the child, previous progress and attainment the views and experience of the parents/carers, the child's own views and, if relevant, advice from external support services.

Plan

In consultation, the teacher, parent/carer, SENDCO and where applicable child agree 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

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCO, any higher-level teaching assistants, learning support assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



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Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher, SENDCO in consultations with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Pupils are removed from the register if and when they are deemed to have responded to support and interventions and are able to make expected or above progress consistently, once support has been withdrawn.

Statutory Annual Reviews

For a pupil who has an EHCP, the LA and school has a statutory duty to formally review this, at least annually. Annual Review Meetings are organised by the SENDCO. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review Meeting
3. Head teacher/SENDCO written report
4. LA Review. The annual review meeting is an opportunity for all parties involved in the education of the named child, to review the year through:
 - acknowledging progress made whether academic, behavioural, social or emotional
 - reviewing targets and recording outcomes;
 - ascertaining pupil views (where possible) with regard to the provision that is made for them to achieve progress;
 - seeking parental/carers views with regard to the provision and progress for the pupil;
 - monitoring and reporting on the effectiveness of the support package that is in place to ensure progress;
 - ascertaining whether the EHCP remains appropriate to the needs of the pupil;
 - recommendations for any amendments/adjustments to the EHCP as necessary.

At the annual review new targets will be set for the coming year. The targets are related to those written in the EHC Plan and will be designed to ensure progress both in working levels and within the area of identified need. Reports from other agencies and/or individuals involved with the pupil will also inform the target setting.

Reporting the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENDCO records the outcomes of the meeting on the Annual Review form. Copies of all reports and any additional materials including the most recent targets are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and the LA's named officer responsible for SEND.



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LA review

The LA review the statement or EHC Plan in light of the Head teacher's/SENDCO's report of the annual review and decides whether to amend this or cease to maintain it.

Professional Learning Opportunities

Members of the Inclusion Team meet regularly to discuss and review SEND issues. This forum is the driver for peer support and consistency of approach across the Federation. The SENDCO attends training opportunities both in and outside of the Federation. The SENDCO works with all staff in order to advise and enhance the skills and ability of the classroom practitioner in dealing with an increasing number and variety of SEND within the classroom. Every member of staff has a responsibility for ensuring that they attend regular SEND professional learning opportunities in order to understand and meet the majority of SEND needs within their classroom. Priorities for SEND training will be specified by the SENDCO at each school to the person with responsibility for professional development within their setting. The SENDCO, through the Head teacher, is responsible for providing feedback to the Governors on SEND provision. The New Staff induction programme ensures that all teaching and support staff working in the school are inducted on how to identify and address the needs of the SEND pupils within the school. They are shown how to access information about individual pupils and locate strategies, which have been recommended to support pupils.

Monitoring and Evaluation

This document is subject to annual review and is evaluated by Senior and Middle Leaders. The Federation Executive, SEND and Inclusion staff are involved in the review, development and evaluation of the SEND policy and guidelines including the procedures for the identification, assessment and provision for children with special educational needs.



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Related Documents

- SEN Code of Practice 2015
- Equality Act 2010
- The Gem Federation SEND information report
- The Gem Federation whole school provision map