



Elmlea Schools' Trust

Special Educational Needs and Disability (SEND) Policy

Document History Record of recent Policy changes

Date	Version	Author/Owner	Change	Origin of Change e.g. TU request, change in legislation
Spring Term 3/2021	1.0	V Taylor	Annual Review	
Spring Term 01/2023	2.0	Lacey Flook		Updated due to lots of out-of-date information: - Ordinarily Available Provision - Local Offer - SEND&You - Engagement Model Addition of new EST processes (PLPs & Passports)
Oct 2024	3.0	Lacey	Review	Removed references to top-up funding as this has been abolished by BCC.

Trustees 'Committee	Joint Local Governing Body Committee
Statutory/Non Statutory	Statutory
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SPECIAL EDUCATIONAL NEEDS and Disability (SEND) POLICY

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Section 1 - General Information

This policy includes all the changes and requirements following the SEND Code of Practice 0-25 January 2015. It has been co-produced in the spirit of current reform and created by the school's Inclusion Lead with the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with Special Educational Needs and Disability (SEND).

The policy complies with the statutory requirement laid out in the SEND Code of Practice January 2015 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Children and Families Bill (2014)
- Schools SEND Information Report Regulations (2014) see www.sendgateway.org.uk
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Elmlea Schools' Trust has a Special Education Needs and Disabilities Coordinator (SENDCO) in both the Infant and the Junior school.

Both can be contacted via email info@elmleschoolstrust.com or by phone on 0117 3772266

The school SEND Governor is Mrs Liz Rees

Elmlea Schools' Trust believes that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident and resilient individuals living fulfilling lives and make a successful transition into secondary school and into adulthood, whether into employment, further education or higher education or training. This is regardless of their age, gender, ethnicity, impairment, attainment and background.

We ensure that all children have access to a broad and balanced academic and social curriculum. Children are equally valued and fully included in all aspects of school life by creating a sense of community and belonging.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. At Elmlea Schools' Trust every teacher is a teacher of every child including those with SEND.

Section 2 – Aim and Objectives

Aim

Elmlea Schools' Trust is committed to raising aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and not just hours of provision support. We aim to work in partnership with parents, children and outside agencies in order to achieve the outcomes identified.

Objectives

- To provide personalised teaching and learning which enable every child to achieve his or her full potential.
- To use the school's SEND identification criteria to identify and provide for pupils who have special educational needs or additional needs.
- To work within the guidance provided in the SEND Code of Practice, January 2015.

- To operate a “whole pupil, whole school” approach to the management and provision of support for pupils with special educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo).
- To provide all staff with up to date, relevant information and advice on the special educational needs of pupils.
- To ensure pupils receive the provision as set out in their Education, Health and Care Plan.
- To identify and respond to the changing needs of pupils so that they can further develop their potential as individuals.
- To ensure all pupils with SEND engage in school activities along with those pupils who do not have SEND.
- To engage with parents/carers and children’s views, in order to build high levels of confidence and partnership.
- To work in co-operation and productive partnerships with the Local Educational Authority and other outside agencies, to ensure there is a multi-professional approach to meeting children’s needs.

Section 3 – Identifying Special Educational Needs

- The Code of Practice describes the four broad categories of need and gives an overview of the range of needs that are planned for:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical
- The Code of Practice suggests that children are only identified as SEND if they do not make adequate progress once they have had good quality personalised teaching and relevant intervention/adjustments.
- Identification starts with the desired outcomes for all pupils, which includes expected progress, and attainment in collaboration with the pupil and parents.
- The purpose of identifying needs is to work out what action the school needs to take (by adapting the school’s core offer or providing additional or different support) not to fit a child into a category.
- Identifying behaviour as a need is not an acceptable way of describing the special educational need of a child; a need is underlying the behaviour, the behaviour is communication.
- The trust’s system for regularly observing, assessing and recording progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- We identify children as having special educational needs or needing additional help in several ways:
 - Gathering records from previous schools
 - Pupil progress meetings in every term after assessment where we identify children who are not making expected progress (reading, writing, maths)
 - Standardised screening and assessment tools and further diagnostic tools
 - Responding to concerns raised by parents, teachers, LSAs, an outside agency, doctor or school nurse including observations in various school contexts.
- We also consider and respond to issues other than special educational needs which may have an impact on progress and attainment:
 - Disability (the new code of practice, 2015 outlines the “reasonable adjustment” duty for all settings provided under the current Disability Equality legislation).
 - Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language (EAL)
 - Being in receipt of Pupil Premium or Pupil Premium+

Section 4 – A Graduated Approach to SEND support

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from LSAs and specialist staff. Quality first inclusive

teaching (QFT), differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support is always secondary to good quality inclusive first teaching.

We regularly and carefully review the quality of teaching of children, including those at risk of underachievement. This includes monitoring and, where necessary improving, teachers' understanding of strategies to identify and support vulnerable children, and developing their knowledge of SEND most frequently encountered. In order to support children with special educational needs, we adopt a graduated response where an **assess-plan-do-review** cycle (see Appendix "Elmlea Schools' Trust Graduated Response"). For children who are already identified as having SEND and are in needs of additional support, teachers will still follow the assess-plan-do-review cycle as part of QFT.

Assess

When any concern is initially noticed, it is the responsibility of the class teacher to raise a concern through the pupil progress meetings or via the SENDCO and to take steps together with the parent/carer and child, to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. It is important that a child's whole education and experiences are considered when considering a possible a need. Where a need is already identified, teachers will continually assess where children are in their learning in order to plan effectively to close gaps in learning.

Plan

The child's class teacher, together with SLT/SENDCO, will decide on the action required to help the child progress. This may include:

- Adapting class teaching styles and organisation (QFT – Wave 1 provision)
- Staff development and training to introduce more effective strategies
- Using different learning materials or specialist equipment
- Some group or individual support (inside or outside the classroom, Wave 2 provision)
- Some children will require further individualised support (Wave 3)

Do

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programmes, provisions and adaptations in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed regularly.

Review

Class teachers formally assess the progress of children in their class, usually three times a year. If a child makes expected or more than expected progress, and this is maintained, they may no longer require additional support. If a child is not making the progress expected, despite the extra support, then teachers may need to consult with the SENDCO to consider what else can be done. This review might lead to a conclusion that the child requires help over and above that which is normally available within class. Parents/carers will be consulted and a specific intervention put in place and monitored for an agreed period. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The child is then receiving **"SEN support"**.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Has communication and/or interaction difficulties, and continues to make little or no progress.
- Makes little or no progress, even when teaching approaches are targeted particularly in the child's identified area of concern.

- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment.
- Presents social, emotional or mental health needs which are not improved by the behaviour management techniques usually employed in school.
- Has sensory and/or physical needs and continues to make little or no progress, despite the provision of specialist equipment and access strategies, or needs continual adapted resources.

A child can exit the SEND register when:

- They are making at least expected progress by quality first teaching together with interventions to fill any gaps in learning.
- Improvements in social, emotional, mental health or behavioural needs are made so that behaviour management techniques employed in school are effective.

The **assess, plan, do, review** cycle will continue to identify strategies to support learning.

Section 5: Roles and Responsibilities

Teacher:

- Provides high quality, personalised differentiated teaching through varied teaching styles and adapted resources for individual pupils.
- Has awareness and understanding of the learning needs of all pupils and works with pupils with SEND as well as all other ability groups regularly.
- Is responsible and accountable for the progress and development of the pupils in their class using regular ongoing formative and summative assessment.
- Uses standardised screening and assessment tools to inform planning and teaching.
- Manages and utilises support and specialist staff to enable pupils' full access to the curriculum.
- Regularly communicates with support staff regarding pupils they work with.
- Effectively uses "assessment for learning" strategies, monitoring, and next steps.
- Plans with colleagues in year group and lower/upper key stage teams.
- Communicate with parents when a concern arises and then informs the SENDCO. Concerns raised by parents should be recorded on CPOMS. Teachers will then gather evidence before requesting for any additional support by the SENDCO.
- Involves parents and pupils in all stages of the process (at the earliest opportunity) to discuss concerns and agree desired outcomes, any next steps, planned support at school and at home.
- Communicates effectively with parents through normally scheduled parents' evenings, child's annual report or as soon as they are concerned about anything.
- Follows the school procedures for handing over pupil records to next class, key stage or school.
- Tracks progress of all pupils using Insight and assess the impact of support and interventions.
- Presents and analyses pupil progress data at pupil progress meeting with SLT and SENDCO.
- Updates CPOMS with any pastoral concerns including changes in behaviour.
- Contributes to the review of groups or individual pupils receiving additional provision to meet their needs, together with parent/s and child to discuss further actions.
- Writes and reviews Personalised Learning Plan (PLPs) targets for those children who are working more than 12 months behind and are not accessing an age-appropriate curriculum. This is done on the advice in a the SENDCO.

Subject Leader

- Provides a broad and balanced scheme of work with appropriate challenge and differentiation with clear progression paths for children with SEND.
- Supports class teachers to implement the scheme of work and support their relevant subject knowledge.
- Provides relevant resources so that all pupils can access the curriculum.
- Tracks progress within their subject area for all pupils using data analysis.

- Monitors teaching and learning through lesson observations and work scrutiny.

Senior Leadership Team

- Monitors learning and the quality of teaching through lesson observations to ensure children access a full and challenging curriculum including:
 - High quality, personalised and inclusive differentiated teaching
 - Effective behaviour management strategies
 - Effective implementation of any LSAs and class support.
- Supports teaching staff to develop their practice as part of the appraisal process.
- Uses the pupil progress meetings to inform the most effective provision for pupils needs and to monitor the effectiveness of interventions and improve the core offer (for all children).
- Ensures the most effective deployment of funds and resources for Pupil Premium children
- Reports to governors on action taken for SEND.
- Completes and reviews the SEND inclusion audit each year.

SENDCO

- Acquires transferring school pupil assessment and records.
- Makes transition plans with parents/carers, the relevant key stage provider, relevant outside agencies, to ensure transition for SEND pupils is successful.
- Provides additional observations for children highlighted by class teacher or previous data.
- Gathers additional evidence of pupils highlighted by class teacher (i.e. observation of pupils in class, informal assessments, analysis of pupils need and progress data etc).
- Supports teachers to understand and use strategies to identify and support vulnerable pupils and develop knowledge of frequently encountered SEND.
- Plans appropriate CPD for all staff to enhance the QFT of inclusive classroom practice.
- Supports teachers to differentiate for out of step learners (and then monitors).
- Supports teachers in providing specialist arrangements and adaptations.
- Ensures support staff have sufficient skills and knowledge.
- Supports teachers to ascertain if more support is required beyond the OAP and QFT.
- Organises appropriate intervention using SEND entry and exit criteria.
- Collects data and analyses impact of intervention groups.
- Strategically develops the SEND policy.
- Co-ordinates support for pupils within the four broad areas of need either in class or withdrawn.
- Reviews groups or individual pupils requiring additional provision to meet their needs, including the review of entry and exit criteria and targets.
- Co-ordinates the review process where multi-agency planning requires further provision for individual pupils.
- Writes pupil passports for children with a diagnosis and/or where outside agency support has been sought; passports highlight adjustments needed to classroom provision for the teacher.
- Works with pupils who are only accessing the Engagement Model and cannot access subject specific learning (these children are likely to already have or be in the process of getting an EHCP).
- Ensures funding is used effectively through the notional fund.
- Ensures all phases of the graduated response are evidenced before an Educational Health and Care Plan (EHCP) assessment is considered.
- Makes an assessment request to the LA who will determine whether a student is issued an Educational Health and Care Plan.
- Co-ordinates outside agency services to ensure advice is provided to meet pupil's EHCP needs.

Elmlea Schools' Trust Community and Governing Body

- Provides an extra-curricular programme of opportunities (and appropriate support) for all pupils including those with SEND.
- Prepares pupils for transition between year groups and on to KS3.
- Attends Cluster meetings with like schools to share good practice and resources.
- Publishes on the website the up to date SEND policy as set out in SEND Regulations 2014.

Section 6: Managing children on the SEND register

Children are identified as having SEND support will be placed on the SEND register. Progress of all children is monitored closely including through the PLP reviews and pupil progress meetings. Children who have more complex needs with an EHCP will also have an annual review including any relevant outside agencies and BCC where appropriate.

We will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- Continues working at levels substantially below that expected of children of similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

As part of the graduated response, SENDCOs will often seek outside agency support who will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist will usually act in an advisory capacity, or on occasion may provide additional specialist assessment or be involved in teaching the child directly. Their advice will feed into the pupil passports.

Statutory Assessment

If a child has demonstrated significant cause for concern, where their needs cannot be met through the Ordinarily Available Provision and where it is likely they will require a specialist setting in the future, an application can be made by the school to the Local Authority (LA) to request a Statutory Assessment. This will be undertaken by the SENDCO usually with parental consent. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including resources or special arrangements put in place. This process has a 20 week time frame.

The evidence will include:

- SEND support plan
- Views of the parent and child
- Passport and PLPs where appropriate
- Records of the child's health and medical history where appropriate
- Advice and reports from outside agencies where appropriate
- Record of attendance

Educational, Health and Care Plans

If a Statutory Assessment is successful, an Education, Health and Care Plan is put in place and formally reviewed annually detailing:

- Views and interests and aspirations of the child and parents
- Child's special educational needs
- Child's health needs which are related to their special educational needs
- Child's social care needs related to their special educational needs or to a disability

- Outcomes sought for the child.
- Special educational provision required by the child.
- Health or social care provision required

Section 7: Supporting Children and Families

Bristol Authority publish a Local Offer, detailing information about provision and support available across education, health and social care for children in the area who have SEN or are disabled. Bristol Local Offer can be found at: <https://www.bristol.gov.uk/bristol-local-offer>

Schools have a statutory requirement to provide a SEN Information report. This includes commonly asked questions with answers describing how we support children with special educational needs and/or disability. Our SEN Information Report which is on our website (and includes links to support networks) is reviewed annually.

SAY (SEND and YOU) is a charity providing information, advice and support to parents, children and young people about any type of special educational needs or disability. They are an independent organisation offering a free, confidential and impartial service to parents, child or young person who has a concern about special educational needs. They can be found here:

<https://www.sendandyou.org.uk/>

Section 8: Equality and Inclusion - supporting children at school with medical conditions

Elmlea Schools' Trust has due regard to the duties under the Equality Act 2010 towards individual disabled children to promote disability equality. The school makes arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meeting the medical needs of pupils. Where children also have special educational needs, their provision is planned and delivered through a medical Healthcare Plan. The school has regard to statutory guidance supporting pupils at school with medical conditions (DfE 2014).

Section 9: Monitoring and Evaluation of SEND

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children with the **assess-plan-do-review** cycle. Evidence of pupil progress, a focus on outcomes and approach to monitoring and evaluating any SEND support is provided. We monitor and evaluate the quality of provision offered to all children, through lesson observations, evaluation of assessment data, PLPs, pupil progress meetings, performance management, work sampling and pupil/parent voice. The SENDCO will provide information to the governing body as to the number of children identified as receiving SEN support as well as any children for whom a statutory assessment has been requested or is in place and those in receipt of additional funding. The SENDCO will report on any whole school developments and any legislative or local policy changes regarding special educational needs and disability.

Section 10: Resources and Training

Resources

The majority of children will have their needs met through the OAP, those with a higher level of need may require support from outside agencies or through the BCC Early Intervention Fund (new Oct 2024).

Training

All teachers and support staff undertake induction on taking up the post and this includes a meeting with the SENDCO. A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEND. Specific training for different types of SEND will be prioritised according to the needs of the children. The Governor with responsibility for SEND will also undertake relevant training. The SENDCOs will have relevant NASENDCO qualification or complete it within three years of taking up the role as per the SEN Code of Practice.

Section 11: Storing and Managing Information

In line with the Data Protection Policy, all pupil information is stored securely on the school databases; Edukey, Arbor, Insight, CPOMS. A robust safeguarding system is in place to protect against loss, theft and unauthorised disclosure. Information is not retained for longer than is necessary and will be passed to transition school securely.

Section 12: Accessibility

The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to produce accessibility plans for their school and Elmlea Schools' Trust's plan is reviewed and updated annually.

The school site is multi-levelled with access to all areas on the ground floor, including a first aid room, an accessible WC and playground areas. All Year 3, 4 and 5 classes have direct outside access to the playground. In the building, there are 2 stair lifts for accessing the main hall, classrooms and office area. There is no wheelchair access to the upper floor. However, we are always flexible to change classrooms to accommodate pupils' needs. We aim to identify and remove barriers to learning by increasing and promoting access to the curriculum, the physical environment and written information for children.

Section 13: Dealing with complaints

See policy on complaints procedure.

For comments, compliments or complaints see the class teacher in the first instance. If further support is required, a meeting with the class teacher and SENDCo will be arranged.

Section 14: Bullying

Elmlea Schools' Trust strives to mitigate the risk of bullying of vulnerable learners in line with the school's Anti-Bullying Policy and through our PSHE curriculum.

Section 15: Linked Policies/Documents

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints policy
- Data Protection policy
- Equality and Inclusion Policy