



MILLSIDE SPENCER ACADEMY

SEND Policy

May 2022

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1. Definition of SEND

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

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

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

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

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

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

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

www.nottinghamshire.SENDlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes

information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



1. School Mission statement

A place for everyone to shine.

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

2. Aims

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

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

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

3. Objectives

Millside Spencer Academy will:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services [and feeding schools or early years settings– where applicable] prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and SLT and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information [at least termly]



on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

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

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

4. Areas of SEND need

There are four 'areas of need' as stated in the SEND Code of Practice (2015:97):

i) 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, understanding what is being said to them, or they do not understand or use social rules of communication. Children 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 impact on how they relate to others.

ii) 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 pupils 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 pupils 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.

iii) 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. School has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

iv) 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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

5. Responsibility for the coordination of SEND provision

The name of the SENDCO is **Sophia Thorne**, Principal with responsibility for inclusion. The SENDCO has an important role to play, with the governing body, in determining the strategic development of SEND policy and provision in the academy. The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have (Education Health Care) EHC plans. She is also responsible for ensuring that records for pupils with SEND are kept up to date.

The SENDCO provides professional guidance to colleagues including implementing a graduated approach and will work closely with staff, parents and other agencies. The SENDCO is aware of the provision in the Nottinghamshire County Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENDCO liaises with the parents of pupils with SEND and also other professionals including early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies. The SENDCO is responsible for reporting to the governors to support the strategic development of SEND policy and provision.

6. Arrangements for coordinating SEND provision

The SENDCO meets with each class teacher and with senior leaders at regular intervals to discuss pupil progress, concerns about pupils, additional needs and review Individual Provision Maps. At other times, the SENDCO will be alerted to newly arising concerns by staff.

Support staff, class teachers, middle leaders, the SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning. Reviews for pupils with SEND are held every term. Pupils and parents are encouraged to attend and participate in review meetings. During



reviews, individual learning outcomes are agreed and reviewed, there is also discussion around individual provision including teaching and learning strategies and specialist interventions.

The SENDCO together with the senior leadership team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities. SEND support is primarily delivered by class teachers through differentiated teaching methods

7. Admission arrangements

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

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

8. Allocation of resources for pupils with SEND

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

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

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

9. Identification and assessment arrangements, monitoring and review procedures

See definition of Special Educational Needs at start of policy

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

- Medical diagnosis.
- Level 2 or above on 'The Nottinghamshire Continuum of Children and Young People's Needs'.
- Outside agency support/in need of agency support.



- 1 full level or more behind in their progress.
- Has severe and complex needs that affect everyday life.
- Provision and resources are needed that are not usually available.
- Has intensive help and support from more than one agency.
- Has received appropriate intervention, support and resources from local offer of services and provision available in Nottinghamshire.
- Despite high levels of support is making limited or no progress.

10. SEN support in school

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle known as Assess, Plan, Do, Review, through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND needs of pupils.

Assess

When a pupil is identified as needing SEN support the class teacher will work with the SENDCO to carry out an analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil and the pupil's previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These should be recorded and compared to our own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in to place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO may contact them with the parents' consent.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.



All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Do

In order to make progress, a pupil may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

A pupil may also require more specialist approaches including small group or one to one support. Specialist provision individual teaching and learning strategies are recorded on the pupil's individual provision map. Teaching and learning approaches for pupils with different areas of need are also outlined on the whole school provision maps.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving specialists



Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists from outside agencies. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

Requesting an Education, Health and Care (EHC) assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the academy or parents should consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEND support.

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

www.nottinghamshire.sendlocaloffer.org.uk

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

Education, Health and Care Plans [EHC Plan]

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

Involving parents and pupils in planning and reviewing progress



Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcome targets and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and school. We will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher supported by the SENDCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They may, however, be longer than most parent-teacher meetings. The views of the pupil should be included in these discussions. This will be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff and parents.

11. Access to the curriculum, information and associated services

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

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

We also give consideration to the following:

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

12. Complaints procedure



An appointment can be made with the SENDCo or the Class Teacher at any time if a parent/carer wishes to discuss their child's needs. If further discussions are needed then the Principal may be included too. All complaints will be dealt with in accordance to the school's complaints procedure.

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

13. Positive perceptions of pupils with SEND

School staff will always promote a positive attitude towards pupils with SEND. We work with all pupils to understand that people have different abilities and difficulties and promote a culture of acceptance. Pupils are made aware of the impact of the words they use, and staff deal seriously with derogatory name calling related to 'special educational needs' or disability.

We use positive images of disabled pupils and adults in displays, resources etc.

We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

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