

## Real Life Learning Academy Trust



### Special Educational Needs & Disabilities Policy

Confirmation that the Special Educational Needs & Disabilities Policy has been discussed and approved by the Staff and Directors.

Approved:           **October 2020**

To be reviewed   **October 2021**

## Real Life Learning Academy Trust Special Educational Needs & Disabilities Policy

### 1. Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Dfe/DoH 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- Working together to Safeguard Pupils (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed with the collaboration of Directors, parents and pupils and reflects the SEND Code of Practice 2015.

### 2. The SEND Team at Acton & Calveley Primary School Academies

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Enquiries about a child's progress should be addressed to the class teacher in the first instance since they know the child best. Other enquiries can be addressed to the school's SEND Coordinator (SENCO).

Anna Pike *B Ed(Hons), NPQH, NASENCO*

If you wish to speak to the class teacher, please make an appointment at the school office.

If you wish to make an appointment with the SENCO, then please email the SENCO directly on [senco@actonceprimary.net](mailto:senco@actonceprimary.net), or else contact the school office either in person or via telephone and they will communicate your request to the SENCO.

### 3. Defining SEND

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In this policy, special educational needs and disabilities (SEND) is defined as:

*A 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 pupil of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others the same age, or,*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other's of the same age in mainstream schools.*

(2015 SEND Code of Practice: pg 15/16)

Many children and young people who have a Special Educational Need (SEND) may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEND, but there is a significant overlap between disabled children and young

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people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition in this policy.

## 4. Our Beliefs

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Our **aim** is to raise the aspirations and expectations for all pupils with SEND by focusing on outcomes that will improve their attainment in all areas.

## 5. SEND at Acton / Calveley Primary Academy

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Our **Objectives** are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children, whatever their special educational need or disability, to receive appropriate educational provision through a broad, balanced curriculum that is appropriate to individual need.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that this opinion will be taken into account in matters affecting them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.
- To ensure that children with SEND are appropriately prepared for adulthood.

## 6. Identifying and Supporting Children across the Continuum of Need

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Four broad categories of SEND are identified in the Code of Practice. These categories are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and Sensory

Acton and Calveley Primary Academies recognise the importance of early identification in their approach to SEN. The purpose of identification is to, at the earliest point, make effective provision to improve outcomes for the child, considering both the shorter and longer term.

### **6.1 Early Identification – Teacher Monitoring at ‘First Concerns’ Level**

Each academy takes measures to ensure that any lack of progress, or concern around a child's development or well-being, is addressed at the earliest opportunity. A lack of progress could initially be identified through a variety of means within the school context and can be route-mapped as below:

1. The progress of every child is monitored at termly pupil progress meetings which are undertaken by the academy Head of School with each class teacher. This is part of our

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overall approach to monitoring all pupils. Where concerns arise around a child's progress, these will be discussed in detail within the termly Progress Meeting and an appropriate plan of teacher-led support put into place and recorded within the record of the meeting.



2. In addition to the termly Progress Meetings, class teachers are continually aware of children's learning. If they observe at any stage that a child is making less than expected progress, after a period of monitored quality first teaching by the teacher (usually around 4-6 weeks, but this might be shorter dependent on the level of concern), they will seek to identify a cause and seek to ensure appropriate support.



3. At such a time, the teacher will then provide a written draft of their concerns to the SENCO, either via email, or a meeting. Teachers will make clear reference to:
  - their observations and evidence collated through quality first teaching. For example, teachers will identify triggers around progress which could be that the pupil:
    - Is significantly lower than that of their peers starting from the same baseline
    - Fails to match or better the child's previous rate of progress
    - Fails to close the attainment gap between the child and their peers
    - Widens the attainment gap
  - key aspects which might later support the possible formation of a First Concerns Profile (i.e. the child's strengths, needs and desired outcomes)
  - demonstrate that their concerns are in line with the Cheshire East Toolkit for SEND



4. Once received, the SENCO might decide at this stage to undertake additional assessments to gather further information about the nature of the child's difficulties.



5. If considered appropriate, after the above liaison between the SENCO and class teacher, the teacher will then look to place the child on our 'First Concerns Record.' The teacher will organise and carry out a meeting with the child (where-ever possible) and their parents / carers, and within this meeting, a finalised First Concerns Profile will be co-produced. This identifies the child's current strengths and difficulties alongside desired outcomes and strategies that are to be put in place.



6. The class teacher is responsible for then returning the final 'First Concerns Profile' to the SENCO, who will add the child to 'First Concerns'. This vital first step within the SEND continuum of need ensures that appropriate additional support can be put into place and later reviewed before, if necessary, placing the child on the SEN Record.



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7. The child's First Concerns Profile is then reviewed termly by the class teacher and discussed in both Pupil Progress Meetings and formal Parents Meetings.

In some circumstances, should the relevant members of staff working alongside parents and child deem it appropriate, and when benchmarked against the Cheshire East SEND Toolkit in terms of level of need, then a child might be placed directly onto the SEN Record without first being monitored at First Concerns level.

### **6.2 SEN Support**

At Acton and Calveley Primary Academies our first response when a pupil is not making expected progress is to target quality first teaching at their areas of weakness.

Pupils are only identified as having Special Educational Needs if they do not make adequate progress after good quality, personalised teaching, or when more immediate concerns arise and the teacher, along with the SENCO and or outside agencies, can evidence that the child falls into the SEN Support category as described within the Cheshire East Toolkit of Support, or via other specialist assessment.

If provision that is 'additional to or different from' the main academy curriculum is necessary to improve the progress of an individual, and after careful evaluation of the below steps, then with parental consent the child's name is placed on the SEN Record and the child is identified as being at SEN Support.

Identification at SEN Support level can be road-mapped as below:

1. The class teacher, parent, or relevant outside agency provide evidence to the academy SENCO that the child reaches the threshold of SEN Support i.e. when benchmarked against the Cheshire East SEND Toolkit, or against specialist specific criteria or assessments.



2. The child might have previously been placed at First Concerns level and after teacher review, it is deemed that increased support is required.



3. If the SENCO confirms SEN Support threshold and that provision which is 'addition to or different from' is necessary to improve the progress of an individual, then in circumstances where the child is already in one of our academies, the class teacher will make initial contact with the parents / carers of the child to share their concerns and invite them to a meeting; this meeting will also involve the SENCO. In cases where new children are transitioning to our academies, it is usually the SENCO who has initial contact and who supports the transition of the child into our academies.



4. The SENCO might undertake additional assessments at this time to further support the plan of support for the child.

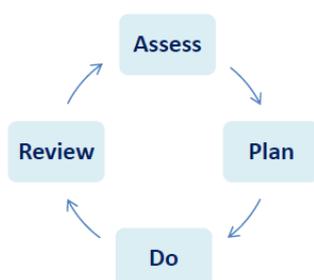


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5. At this stage of the continuum of need, close working takes place between the child, their parents or carers, the class teacher, SENCO and other agencies involved in order to draw up a 'SEN Support Plan'; this document provides a comprehensive overview of the child's areas of need, long term outcomes, and short-term targets and provision.

Where a pupil is identified at SEN Support, their SEN Support Plan details the action which will be taken to remove barriers to learning and which puts effective special educational provision into place. The SEN Support will take the form of a four part cycle:



Through this cycle, usually completed termly (or more frequently in specific cases), 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.

With the parent's permission, advice may be sought from other agencies such as the: Educational Psychologist, Cheshire East Autism Team, CAMHS or the Community Paediatrician; this advice and support provides an invaluable link where specialist support is required.

### **6.3 Circumstances which are not classed as SEN**

It is important to point out circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

## **7. Working with Parents and Children**

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Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Parents views are paramount in all levels of communication around SEND and the academy aims to work in full co-production with parents each step of the way.

If a child is experiencing difficulties, parents will be informed either at parents meetings or during informal meetings to discuss the child's progress.

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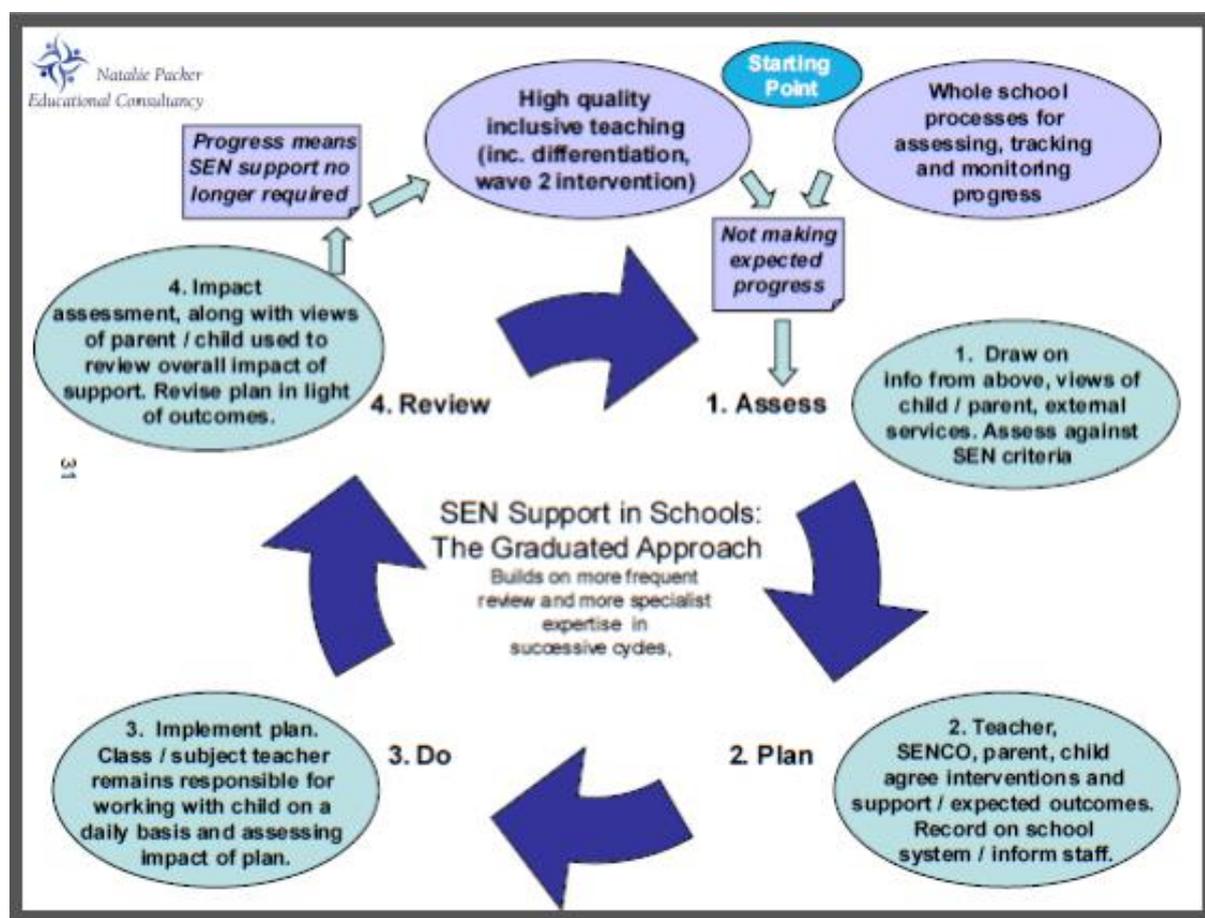
If the child's progress continues to cause concern, the parents will be invited to a more formal meeting. The purpose of this meeting, as detailed in Section 6.1 and 6.2, might be to discuss with parents the requirement to place the child at either First Concerns, or SEN Support level, and in thus doing ensure targeted support. Any assessments that have been completed will be discussed so that parents have a clear understanding of the nature of their child's difficulties.

Should it be agreed for the child to be placed at either First Concerns or SEN Support level, then the meeting will develop the child's First Concerns Profile, or SEN Support Plan, in line with the above and in coproduction with parents.

At First Concerns level, parents will have the opportunity to review their child's First Concerns Profile within termly parents' meetings; if deemed necessary, the teacher or parent might also ask to hold a further meeting over the course of a term to review their child's progress and / or support at First Concerns level.

For pupils at SEN Support, or with those with an Education, Health and Care Plans, a A-meeting will be held at least every term to review the progress made towards the outcomes identified in the first meeting; this meeting will involve the teacher and / or SENCO. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's views, progress and development. Changes to the support and outcomes will be done in coproduction with parents and pupil.

This is a more detailed depiction of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice for pupils with SEND.



## **8. Identifying children who require an EHC Assessment.**

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Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the academy will consider requesting an Education, Health and Care (EHC) Needs Assessment.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the pupil is not making expected progress, despite the provision being put in place by the academy. The academy will provide:

- Evidence of the pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupil's SEND
- Evidence that, where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided.
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- A costed provision map to illustrate that the academy has already put in place support from its own resources and that the academy is unable to fully meet the needs of the pupil without additional resources.

## **9. Managing Pupil's needs on the SEN Record**

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Pupil's needs differ from year to year and the provision to support these pupils at Acton / Calveley Primary Academies will vary according to need.

The following outlines the procedures in place to monitor pupils on the SEN Record:

- All pupils identified as having SEND have a SEN Support Plan or an EHCP Implementation Plan. This details their specific special educational needs, their views, strengths and strategies which can be used to support them in the classroom and desired outcomes. It is the class teacher's responsibility to maintain and update this Plan with the guidance of the SENCO.
- Parents of pupils with SEND are invited 3 times a year to discuss their child's progress towards the agreed outcomes and to review the SEN Support Plan.
- In line with the Code of Practice, all pupils with EHCP have at least annual reviews of their Education, Health and Care Plan; Interim Reviews will be held where the parents, SENCO or relevant professionals deem it necessary.
- Pupils who are on the SEN Record have their progress and attainment monitored 3 times a year by the SENCO in line with the academy's 'data drop points' and / or the review of their termly Support Plan.
- Individual Heads of School monitor the progress and attainment of all pupils in termly Progress Meetings with class teachers; this includes those pupils on the SEN Record and First Concerns Record.
- For pupils monitored by the teacher at First Concerns Level, Heads of School will reference individual pupil First Concerns Profiles within Progress Meetings as necessary to ensure that teacher support is effective in bridging gaps. This will also be the case for pupils on the SEN Record where specific concerns arise.
- If Heads of School have any concerns around pupil progress following teacher Progress Meetings, a further meeting will be called by the Head of School to include themselves

along with the SENCO and class teacher; this meeting will evaluate pupil progress and support, and put further specific support actions into place.

- The academy Provision Map, along with individual pupil support plans, will document provision which is additional to and different from that which is offered through the core offer and provides a basis for monitoring the impact of support.
- The Academy's Local Offer (available via each individual academy website as 'Our SEND Offer') documents the provision routinely offered to pupils
- Parental permission will always be sought before any other professional advice or opinions are sought.

### **10. Criteria for Exiting the SEN Record**

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If following a review of the SEN Support Plan with the pupils and parents it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEN Record and are no longer at SEN Support.

Pupils who exit the SEN Record may initially remain on the First Concerns Record to ensure that progress is sustained in all areas.

### **11. Supporting Pupils at School with Medical Conditions**

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At Acton and Calveley Primary Academies we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The 'Supporting Pupils with Medical Needs Policy' is available under the 'Policies' page on each of the academy websites.

Some pupils with medical conditions may have SEND and may have an Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision.

### **12. Supporting Pupils whose specific circumstances require additional consideration**

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At Acton and Calveley Primary Academies we recognise the need to communicate with agencies that provide support for vulnerable children. This group includes: looked after children, care leavers, children in alternative provision, children who are in hospital, children of service personnel and children in youth custody. Our aim is that vulnerable children receive effective joined-up provision that can help them achieve good outcomes. We support integrated working and record sharing in line with the specific guidelines given in chapter 10 of the updated Code of Practice (January 2015).

### **13. Monitoring and Evaluation of SEND**

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At Acton and Calveley Primary Academies, provision for pupils with SEND, in the classroom, is the responsibility of class teachers. 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. It is the responsibility of the class teacher to ensure that joint working, and thus support, occurs where additional adults support pupils with SEND.

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The SENCO will undertake regular evaluation of First Concern Profiles, SEN Support Plans and EHCP Implementation Plans, along with provision for pupils with SEND, and will assist teachers and support staff in evaluating pupil specific provision. The SENCO reports on the overall effectiveness of provision for pupils with SEND.

All staff are responsible for following the academy procedures for identifying, assessing and making provision to meet a pupil's needs.

### **14. Training and Resources**

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The training needs of staff are identified through Performance Management and planned for through Continuing Professional Development (CPD) and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training, development and regular CPD.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual pupils.

The Trust SENCO keeps up to date with local and national updates in SEND.

### **15. Roles and Responsibilities**

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#### **The Board of Directors will ensure that:**

- SEND provision is an integral part of the Trust and Academy Development Plans, reviewed by the Academy Committee
- Necessary provision is made for any pupil with SEND
- The Executive Head and staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in academy activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 2015
- They are fully informed about SEND issues, so that they can play a part in the Trust and academy's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the academies work for pupils with SEND
- The quality of SEND provision is regularly monitored.
- A director is identified to be the person responsible for SEND and for this person to link with the SENCo

#### **The Executive Headteacher has responsibility for:**

- The management of all aspects of the Trust's work, including provision for pupils with SEND within each academy
- Keeping the Board of Directors informed about SEND issues
- Working closely with the SENCO
- Ensuring that the implementation of this policy and the impact on the Trust and / or individual academies is reported to Directors

## **The Head of School has responsibility for:**

- Keeping the Academy Committees informed about SEND issues
- Working closely with the SENCO
- Ensuring that the implementation of this policy and the impact on the academy is reported to Academy Committee
- Monitoring the attainment and progress for all pupils within their academy, including those pupils identified as First Concerns or with SEND

## **The Special Educational Needs Coordinator (SENCO) is responsible for:**

- Overseeing of the day to day operation of the SEND policy
- Coordinating provision for pupils with SEND
- Organising and mapping the work of the Learning Support Assistants and other support staff within the academies to meet pupils' needs effectively
- Advising on the deployment of other resources to meet pupils' needs effectively
- Ensuring that an agreed, consistent approach is adopted
- Supporting and advising academy staff on the Graduated approach to SEND, including completion of appropriate assessments, and advising on appropriate targets, strategies and resources
- Liaising closely with parents of pupils with SEND to ensure coproduction, with 'parents working as partners'
- Act as key point of contact with outside agencies (e.g. Early Years providers, Local Authority, health and social care professionals, educational psychologists and potential next providers of education) to ensure coproduction between all parties involved with our children and families
- Maintaining the academy's SEN Record and associated files
- Assisting in the monitoring and evaluation process of pupils with SEND through the use of academy assessment information
- Contributing to in-service training of staff
- Developing good practice within a network of schools
- Producing reports for the Directors and an annual report for the 'Directors' Report to Parents'
- Ensuring the academy's Local Offer is maintained and up-to-date

## **16. Cheshire East's Local Offer**

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The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer is available from the website [http://www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/local\\_offer.aspx](http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer.aspx)

## **17. Storing and Managing Information**

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Confidential documents are stored on the academy's portal and Safeguarding system CPOMs.

## **18. Admission Arrangements**

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The admission policy for Acton and Calveley Primary Academies are that of the Local Authority. Allocation of places into Reception is administered by the LA. Neither a pupil's abilities or their

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learning difficulties feature in the admission of a pupil, unless they have an Education, Health and Care Plan (EHCP) which names this academy as the one they should attend. For further information see the school's admission policy.

### **19. Accessibility**

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The academy's accessibility plan can be found on the website.

### **20. Dealing with Complaints**

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The academies work, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **21. Bullying**

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The academies have a zero tolerance approach to bullying and ensures that children with SEND are not subject to bullying. For further details please see the school's Anti Bullying Policy.

A Pike, October 2020