



# **Special Educational Needs & Disability Policy**

Adopted: October 2020

Review date: October 2021

***LINK Learning Trust School's ensure they develop communities where everyone is given the opportunity to enjoy learning and achieve their full potential in an emotionally supportive, respectful and inclusive environment. We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual learning and emotional needs and should allow each child to fulfil their potential.***

LINK Learning Trust follows the Revised SEN Code of Practice 2014 which is statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Bill.

- A child with special educational needs should have their needs met.
- The Special Educational Needs (SEN) of children will normally be met in mainstream schools or settings.
- The views of the child will be sought and taken account of.
- Parents/Carers have a vital role to play in supporting their children's education.

Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum. It is recognised that this will be achieved by inclusive practice involving collaboration, input from schools, parents/carers, LA support services, other agencies and the broader community.

We will endeavour always to ensure the wellbeing of all our pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Pupils with a disability have special educational needs if they have any difficulty in accessing education and need any special educational provision to be made for them, that is anything 'additional to' or 'different from' what is normally available in schools in the area.

We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their

peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage

The objectives of our SEN(D) policy are:

- To identify children with SEN as early as possible. We endeavour to assess children as soon as possible after entry to school and via continuous assessment.
- To consult with parents/carers to identify the strengths and the needs of the child, and agree on an education plan to build on the strengths and support needs.
- To meet their needs by providing a broad, balanced, relevant and differentiated curriculum, building on learning and achieving.
- To identify and use support that is available in school to provide the best value for money.
- To refer the child to outside agencies where required and work together to support families.
- To seek and consider the child's own views wherever possible.
- To have a systematic approach to supporting behaviour and learning needs, preparing children for adulthood.

The Special Educational Needs Co-ordinator (SENCo) with day to day responsibility for the operation of the policy is located in each school.

There is a named governor in each Academy Council with designated SEND responsibilities.

### **Definition of Special Educational Needs and Additional Needs**

Special educational provision is education or training provision that is additional to or different from that made generally for others of the same age.

The Code of Practice has adopted four areas of difficulty in relation to Special Educational Needs (SEN).

- Communication and Interaction

- Cognitive and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Once a Special Educational Need is identified four types of action should be put in place: Assess, Plan, Do, Review.

Behavioural difficulties do not necessarily mean that child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **Assess:**

In identifying a child as needing SEN support, the teacher, working with the SENCO and the child’s parents, will carry out an analysis of the child’s needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents’ agreement.

## **Plan:**

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

### **Do:**

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review:**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months.

In addition the school recognises that some children may experience additional behavioural, educational and social needs in response to external factors, for example, home circumstances. We endeavour to support our children at such times through appropriate referrals.

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for each school as a whole. The LINK Learning Trust Board, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

### **The Trust Board and the Headteacher will ensure that:**

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so 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 Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

**The Head Teacher is responsible for:**

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Trust Board informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

**The Special Educational Needs Co-ordinator (SENCo) is responsible for:**

- overseeing the day to day operation each school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education plans (IEPs) and Pupil Profiles
- supporting class teachers in setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and adults in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving secondary schools and/or other primary schools to help provide a smooth transition from one school to the other

### **Class teachers are responsible for:**

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND.

### **Teaching Assistants should:**

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- play an important role in implementing IEPs/Pupil Profiles and monitoring progress and will be involved in the assess, plan, do, review process. They should attend review meetings where a TA is supporting a child on a 1:1 basis.

### **Accessibility**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

### **Arrangements for coordinating SEN provision:**

- Class teachers will differentiate to meet appropriately the learning and behavioural needs of children within their class.
- The SENCo will be available as necessary to support and advise colleagues.
- The class teachers will keep a Special Educational Needs file incorporating those children with SEN.
- The class file will be updated regularly with the SENCo.
- The SENCo will keep a Register of all the children with Special Needs.
- **The progress of children will be monitored regularly, or as necessary.**
- **Provision Map, IPM's (Individual Provision Maps), IBP's (Individual Behaviour Plans) will be reviewed regularly.**
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### **Admissions arrangements:**

Children will be admitted in accordance with the criteria outlined by LINK Learning Trust, provided that the Senior Leadership Team (SLT) and Governors believe that the child's needs can be met within the school.

LINK Learning Trust has a specialist resourced mainstream provision for up to seven children who have a statement for ASD and/or SLI. Although the LINK Learning Trust is responsible for the teaching and learning of these seven children it does not control the admission of places to the provision. These decisions are made by the Local Authority which has a multi agency panel who meet to agree placements in the resourced mainstream provisions in Manchester.

**Once allocated a place in the Resourced Provision they become full members of the school. We have a specialist teacher, a Speech and Language Teacher (2 days per week), specialist TA's and a Language Development Worker to support the staff in school and pupils in the Resourced Provision.**

### **Special facilities which increase access to the school for pupils with SEN:**

- School is on a single level to support wheelchair access
- Disabled toilets
- Resourced Provision (Communication Centre)
- Disability Equality Policy and Scheme

### **Information regarding policies for identification, assessment and provision**

#### Allocation of resources:

- All staff are aware of and have access to equipment in school to support SEN work.
- Additional specialist support can be requested by arrangement with the SENCo for example a bi-lingual support assistant.
- The SENCo receives an annual amount from the school's budget for the purchase of SEN materials, support and equipment.
- Parents/Carers are acknowledged to be valuable partners in the learning process and are encouraged to help their own children and if possible give extra help in the school.
- Support staff and teaching assistants, work both in the classrooms under the direction of the class teacher and outside to support the children with additional needs.
- LINK Learning Trust has a specialist team, on site, in the communication centre.

Some SEN children receive extra individual support following an Individual

Provision Map/Individual Behaviour Plan. This may be supported by any of the teachers and support staff within the school and/or specialist agencies.

#### Identification/Assessment/review arrangements/procedures:



- Schools in LINK Learning Trust operate within the requirements of the SEN code of practice.
- Schools in LINK Learning Trust operate in line with Manchester's Policy for SEN inclusion and provision for Education Health Care plans.
- Early years and foundation stage children are carefully monitored for special needs.
- Pupils are identified as having extra support for example IPM's/IBP's. Pupils are seen by outside agencies if they continue to make no/limited progress. Their progress is monitored termly or as appropriate.
- Information is exchanged and links maintained from nursery to year 6 and at transition into school and to secondary school.
- Individual record keeping and tracking systems are clear, factual and regularly updated, following the child through the school.

Regular review meetings take place to which parents/carers and outside agencies are invited to attend, including Early Help Meetings, Annual Reviews. Parents are invited into school termly to discuss progress against individual targets set in children's IPM's

The SENCo meets termly with all teachers 1-1 following pupil progress week as part of SEND review week. Provision is adjusted termly to provide the targeted support class teacher complete termly class provision maps detailing provision for all children.

### **Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum:**

- Class teachers differentiate the work presented to children in all areas of the national curriculum and the foundation stage.
- Children with SEN are given extra support by class teachers and teaching assistants as necessary. This is directed by the class teacher and co-ordinated by the SENCo
- IPM's and IBP's are written and reviewed regularly with parent/carers and pupils. These are written by the class teacher with support from the SENCo and specialist staff in school.
- Pupils who attend the resource provision access a highly personalised curriculum tailored to meet their individual needs.
- TA's and Specialist Staff deliver group interventions to identified children.
- Written information will be provided for children with special educational needs to inform key adults who work with these children of these needs and how to support the child.
- Provision maps monitor interventions and show progress made across 4 areas of development (communication and interaction, cognitive and learning, social, mental and emotional health, sensory and/or physical)

### **How children with SEN are integrated within the school:**

- Individual needs are always taken into account in the teacher's planning and delivery of the curriculum.
- A range of teaching styles and approaches are used, taking into account children's strengths.
- The support and understanding of other children is fostered through the school's ethos of diversity and inclusion.

- Children's individual needs may require that a personalised approach is adopted to meet their needs.
- Children who attend the resourced provision access the mainstream class at the most beneficial times to meet their needs.

### **Monitoring the provision of children with SEN:**

- Termly SEN Review weeks
- SEN Learning walks
- Scrutiny of planning, teaching and assessment of children with SEN
- Focussed group sessions with pupils and their parent/carer
- Lesson observations focussed on the teaching of children with SEN
- Monitoring of the tracking and progress made by pupils with Additional Needs
- Scrutiny of IPM's
- Observations of interventions and the evaluation of interventions
- The Senior Leader Team monitor impact of intervention through pupils progress meetings

### **Criteria for evaluating the success of the school's SEN policy:**

- To have identified children with SEN at the earliest stage possible.
- To have followed the code of practice for SEN.
- To have catered for the child's needs as far as possible within school, and to have referred them to an outside agency if appropriate.
- To have met the child's individual needs to ensure that they are fully included and make measurable progress.

### **Arrangements for considering complaints about the school's SEN provision:**

- Parents must make an appointment to see the class teacher in the first instance.
- Clear procedures of communication, Class Teachers -> Assistant Heads  
->SENCo -> Head Teacher.
- Parents are given the opportunity to contact outside agencies where appropriate.
- Feedback to parents on what has been done following their concerns/complaint.
- All complaints dealt with sympathetically and expediently in line with LINK Learning Trust's Complaints Policy.

### **The school's arrangements for SEN training:**

- LINK Learning Trust's SENCo has completed or is in the process of completing the NASENCO qualification.
- The SENCo has attended SEN and Inclusion training and attends SENCo network meetings to keep abreast of new developments.
- Changes in policy and procedures are shared with staff. All staff are familiar with the SEN Code of Practice.
- Information is regularly updated by liaison with EPs and other external agencies.
- SENCo meets Termly with staff to feedback information and developments.
- Inset times are designated to SEN throughout the school year.
- Specialist Communication center staff share expertise and skills across the trust
- Outside agencies support training for staff as appropriate.

### **Use made of teachers and facilities from outside school, including support services:**

- Special Schools Outreach
- Educational Psychology Service
- Speech And Language Therapy Service
- School nurse
- Pediatrician
- LAC Team
- Social Services
- Sensory Support Service
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Pupil Referral Unit (PRU)

### **Arrangements for partnership with parents:**

- School's in the Trust recognises the relationship between the parent/carer and the school plays a vital role in the child's educational development and serve to influence the effectiveness of any school based support.
- Parents are welcome to arrange an appointment with the Class Teacher to discuss their child. The SENCO will attend as appropriate.
- Class teachers, Specialist Teachers, SENCO and Head Teacher maintain ongoing informal dialogue with parents, so that a comfortable relationship exists and when, if it becomes necessary, more formal meetings are needed.
- IPM's/IBP's will be reviewed termly and new targets set with parents/carers and children.
- Parent/ carer support groups and workshops are designed to develop effective partnerships and meet specific needs.

### **Links with other mainstream schools and special schools:**

- Transfer of information and records between schools to be carried out quickly and sensitively.
- Personal liaison between appropriate staff.
- Additional Transition visits if appropriate.
- Cluster group working between schools in the area, for example the resource provision teachers meet termly to monitor planning and assessment.
- Special schools outreach support accessed on a termly basis.

### **Links with Health, Social Services, educational welfare and voluntary organisations:**

- Requesting/providing information as appropriate.
- Referring, in partnership with parents/carers, to specialist agencies for assessment
- Attending case conferences and reviews.
- Charing and attending Early Help Assessment meetings
- Calling and attending multi agency meetings as necessary.
- Fostering and maintaining good relationships with all external agencies.

- Termly multi agency meetings called to update all outside agencies on the child's progress.

Reviewed October 2020

Ratified by Governors \_\_\_\_\_

Date to be reviewed October 2021