



Special Educational Needs Policy

Reviewed October 2019

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The Harmony Trust value all our learners and ensure inclusive learning opportunities to promote high aspirations, optimum progress and equality for all.

1. Aims

Our SEN policy and information report aims to:

- Set out how our academies will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy is in place:

- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum.
- To ensure that the provision is appropriate to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- To become confident aspirational individuals, living fulfilling lives and making successful transition into adulthood.
- To ensure that provision for children with Special Educational Needs is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.

- To ensure all staff accept responsibility for the planning, organisation and delivery of appropriate educational material for children with Special Educational Needs.

2. Legislation and guidance

The policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality act 2010: advice for school DfE Feb 2013
- Schools SEN information report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers standards 2012
- Oldham's Local offer

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which requires special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil may also have SEN if they have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Making higher quality teaching normally available to the whole class (QFT) is likely to mean that fewer pupils will require such support. ([Code of Practice 6.15](#))

Children or young people will have needs and requirements which fall into at least one of the following four areas-

Communication and interaction (SLCN, ASD)

Cognition and Learning (SPLD, MLD, SLD, PMLD)

Social, emotional and mental health (SEMH)

Sensory and/or physical impairment (MSI, HI, VI, PD)

SEN Support but no specialist assessment (NSA) ([Code of Practice 6.28-6.35](#))

Extensive detail outlining the four areas of need can be found in The Harmony Trust guide to SEND.

It is important to note that not all behaviour issues are linked to social, emotional, mental health and may reflect other underlying difficulties.

Children and young people with some health condition or disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care. Schools need to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN. ([Code of Practice 6.24](#))

Consideration must be given to the assessment in a child's home language and non-verbal ability.

4. Roles and responsibilities

4.1 The SENCO for each academy will

- Work with the Principal and Trustees to determine the strategic development of the SEN policy and provision in the academy
- Use progress data effectively
- Have up-to-date knowledge of local and National SEND initiatives and Policy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Attend Trust and LA SEND HUB meetings
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Share SEN information in accordance with GDPR
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy maintains an up-to-date register and records for all children with SEND
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff surgery days, to include outside agencies where appropriate.

4.2 The Board of Trustees

The Board of Trustees will:

- Help to raise awareness of SEN issues at Trustee meeting
- Have regular board discussions- including feedback from SENCo meetings as requested.; Review and discuss Annual SEND Information Reports.
- Monitor the quality and effectiveness of SEN and disability provision within the Trust and update the Board on this
- Work with the Principals to determine the strategic development of the SEN policy and provision in the Trust. Use of P and S committee to determine the impact of new policy and process. With reference to the SEN information report.

4.3 The Principal / Head of Academy

The Principal and Head of academy will:

- Work with the SENCO and SEN Trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Be responsible for the Performance Management of the Senco and hold them to account
- Ensure appropriate transition arrangements are planned for SEN learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEN information report is written annually, is evaluated by Trustees and is shared on the academy website (please see Appendix 1 for details of the report)

4.4 The Unit Leader (Where they are in place)

- Is responsible for the progress and provision for every child.
- To support with the management of TA deployment in the unit

4.5 Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review the progress and development of each pupil and ensuring appropriate provision and intervention
- Ensuring smooth transition for pupils with SEN through liaison with teacher, parents and SENCO.
- Ensuring they follow this SEN policy

- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.

Monitoring and evaluating SEN:

- Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used ([Code of practice 6.45-6.56](#))

5. Further Guidelines

1. The assessment of Special Educational Needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff and parents.
2. Parents will be informed as soon as their child is raised as a cause for concern and will sign parental consent as soon as the child is raised as a concern.
3. INSET opportunities will form an important part of staff development and will raise awareness and provide practical examples for supporting children with SEN.
4. A flexible approach is applied to target children with SEN including a variety of interventions. This will incorporate in-class support and short-term withdrawal on an individual and group basis. Class teachers will be informed of relevant assessments and given advice on how to act upon these in class.
5. Active participation by parents is essential. Partnerships play a key role in enabling children and young people with SEN to achieve their full potential. They will be informed of progress through regular review meetings with the class teacher, support staff and outside agencies where appropriate. Parents will be asked to contribute valuable information to give a shared view of the child's needs and best ways of supporting them. They will be informed of these meetings in writing and also by a reminder phone call (where possible)
6. The positive achievement of pupils with SEN is to be recognised. This should be done in the same way as for all pupils and in line with the other Trust policies on recognition and reward.
7. Children with an EHCP will continue to have access to the whole curriculum unless an exemption has been made and agreed by professionals. This should also be reflected in the child's EHCP.
8. The views of a child with SEN will be encouraged to form part of the decision-making process and contribute to the assessment of their needs through the review and transition process.

6. Monitoring arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives (Feb 2013)
- Supporting pupils with medical conditions (April 2014)
- Safeguarding policy
- Admissions policy
- EAL policy
- GDPR policy
- Anti-bullying policy
- Mental health and well-being policy

8. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

9. Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
SEND policy	Name, address, personal information	Required to be retained as part of	SENCOs, Principal / SLT, Trust central team, staff or	Kept on file at academy (and Trust central	Held on file for DOB + 25 years

	related to the pupil, SEN information	SEND process	other representative as required as part of the SEND process	where appropriate)	
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As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

APPENDICES

1) SEN information report

The following information will be provided and published on an annual basis by each academy.

5.1 The kinds of SEN that are provided for

5.2 Identifying pupils with SEN and assessing their needs

5.3 Consulting and involving pupils and parents

5.4 Arrangements for consulting young people with SEN and involving them in their child's education

5.5 Assessing and reviewing pupils' progress towards outcomes

5.6 Supporting pupils moving between phases and preparing for adulthood

5.7 Our approach to teaching pupils with SEN

5.8 Adaptations to the curriculum and learning environment

5.9 Additional support for learning

5.10 Expertise and training of staff

5.11 Securing equipment and facilities

5.12 Evaluating the effectiveness of SEN provision

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not

5.14 Support for improving emotional and social development

5.15 Working with other agencies

5.16 Complaints about SEN provision

5.17 Contact details of support services for parents of pupils with SEN

5.18 Contact details for raising concerns

5.18 The local authority local offer (including the academy's contribution to this) Further guidance is available to Principals to support this report.

2) The Harmony Trust process documents:

3) Flow Chart of SEND process

4) SEND recording of reviews and paperwork

5) Concern monitoring referral form

6) Questionnaire for referral

- 7) Parental Agreement
- 8) Pupil voice pro-forma
- 9) Parental voice pro-forma
- 10) One Page profile/target sheet
- 11) Provision maps
- 12) PCR questions
- 13) Review of outcomes for EHCP pupils
- 14) Annual review questions (Alongside LA guidance for Annual reviews)
- 15) The Harmony trust guide to SEND – Including non- negotiables

Appendix

Registers

Monitoring for SEND register

SEND register

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SEND Review Processes

SEN 1: IP review x2

SEN 2: IP review x1 and 1 PCR

EHCP: IP review x1 and 1 annual review

SEND review paperwork

Monitoring – Concern referrals and questionnaires

SEN 1 – One Page profile/target sheet and a provision map

SEN 2 - One Page profile/target sheet, a provision map and PCR minutes (Proforma can differ but questions to be the same)

EHCP – Review of outcomes, Annual review minutes (Proforma can differ but questions to be the same including a section for the 4 areas of need targets/outcomes to inform 'EHCP Annual review summary report' - old section 2), Educational provider document and EHCP annual review summary report (LA documentation) , provision map and a one page profile.

Additional paperwork

SEN 1, SEN 2, EHCP—Parental agreement document (signed by parents) and parent voice questionnaire

SEN 2 and EHCP—pupil voice