

SILVER BIRCH ACADEMY TRUST

Special Educational Needs and Disabilities (SEND) Policy

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REVIEW:

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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.

Legislation and Guidance

This policy is 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

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

Current schools within the Trust

Currently The Silver Birch Academy Trust (SBAT) comprises four schools –Chingford Hall Primary Academy, Longshaw Primary Academy, Whittingham Primary Academy and Winston Way Primary Academy. Chingford Hall Primary Academy is currently under expansion from a one-form to a two-form entry school. Whittingham Primary Academy is currently a two-form entry school from Nursery to Year 6. Longshaw Primary Academy is also a two-form entry school from Nursery to Year 6. Winston Way is a three-form entry school in Redbridge.

SBAT was set up to run, manage and develop Chingford Hall Primary Academy in July 2012, an established primary school in East London, which received Outstanding for overall effectiveness from Ofsted in 2011 following a history of underperformance. Whittingham Primary Academy, based in Walthamstow, East London joined SBAT in February 2013. It was rated as Good in July 2016. From its low performance on conversion to academy status, it was judged as good for overall effectiveness at the last inspection. SBAT was requested to lead Longshaw Primary School after an adverse Ofsted in 2015. Winston Way joined SBAT voluntarily in 2016.

With specific reference to Special Educational Needs and Disabilities (SEND), the Ofsted inspection reports highlighted the following:

Chingford Hall Primary Academy – *'Pupils with special educational needs and/or disabilities receive expert support which enables them to make huge strides successfully towards their targets.'*

Whittingham Primary Academy - *'Pupils who have special educational needs or disabilities make similar progress to other pupils because leaders and teachers check individual progress and identify potential underachievement quickly'*

Longshaw Primary Academy–

'Leaders provide well for pupils with special educational needs. These pupils make good progress.'

Winston Way Primary Academy –

'Disabled pupils and those with special educational needs achieve well because their progress is closely monitored.'

The Silver Birch Academy Trust (SBAT) delegates the responsibility for SEND support to school SENCOs, who can be contacted via school offices. However the overall responsibility remains with Mrs Patricia Davies, the SBAT Executive Head teacher.

Below is a table of the staff responsible for the day to day SEND support in the individual SBAT schools.

School	Head of School	SENDCO	Designated Safeguarding Lead
Chingford Hall Primary Academy	Andrew Davies	Heather Lewis	Andrew Davies Fern Rayner
Longshaw Primary Academy	Patricia Davies	Amy Fry	Amy Fry Alex Bedwell
Whittingham Primary Academy	Helen Smith	Katie Heath Natalie Owen	Helen Smith Christian Albert
Winston Way Primary Academy	Janet Coulburne	Marcia Tenn	Janet Coulburne

Introduction

This SBAT SEND Policy explains the broad aims of the Trust's arrangements for supporting pupils with Special Educational Needs and disabilities. Each school within the SBAT has a Statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The Individual school's SEN Information Report is available on the school website and parents are also welcome to request it.

The school SEND Information Report explains each individual school's approach to SEND policy implementation.

Vision

The Silver Birch Academy Trust values the abilities and achievements of all our pupils. Through our emphasis on personalised learning, all schools within the Trust aim to ensure that each child's needs are addressed and that they are supported in their environment and their learning. We endeavour to help every child make as much progress as possible and reach their full potential, irrespective of their level of need and any barriers to learning they may face.

Aims and Objectives

Our guiding principle is one of Inclusion. We recognise that every child is unique and we encourage them to develop and grow in a way that is best for them. Our aim is to identify and break down all possible barriers to learning whilst supporting and encouraging children to become confident and independent learners. This principle is upheld alongside our school values of respect, creativity, integrity and perseverance.

Objectives

- Early identification of pupils with SEND.
- To provide high quality provision for pupils who have SEND.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To create an environment that meets the SEN of each child so they can achieve to their fullest potential and engage in activities alongside pupils who do not have SEN.
- To work with the guidance provided in the SEND Code of Practice 2014
- To operate a more holistic approach to the management and provision of support for pupils with SEND in line with the 'graduated approach' of the SEND Code of Practice 2014.
- To provide support and advice for all staff when working with pupils with SEND.
- To work in cooperation with the Local Authority and other outside agencies to ensure there is a multi – professional approach to meeting the needs of vulnerable learners.

What are Special Education Needs?

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition if special provision was not made for them.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need. It might be specific work differentiated in class, additional adult support in class, physical adaptations to the learning environment, and support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Identifying Special Educational Needs and Disabilities

The schools within the Trust make provision for a wide range of SEND. However, we do not provide a specific specialism for SEND. According to the SEND Code of Practice, pupils' SEND falls into the following four broad areas:

Communication and interaction	Speech, Language and Communication needs (SLCN) – children may have difficulties saying what they want to, understand what is being said to them or they do not understand or use social rules of communication. Autistic Spectrum Disorders (ASD) including Autism and Aspergers Syndrome.
Cognition and learning	This includes children who demonstrate features of Moderate (MLD), Severe (SLD) or Profound & Multiple learning difficulties (PMLD),

	specific learning difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia.
Social, emotional and mental health difficulties	This includes children who may be withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour (SEMH). Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or Attachment disorder.
Sensory and/ or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-sensory Impairment (MSI) Physical Disability

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010. This is described as "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".

"Long term" is described 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 with such conditions do not necessarily have SEN, but there is 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.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Identification of behaviour as a need is not an acceptable way to describe SEN. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A Graduated approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support for teaching assistants or specialist staff. Additional Intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The quality of teaching for all pupils is regularly reviewed through lesson observations, planning and book scrutinies, and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

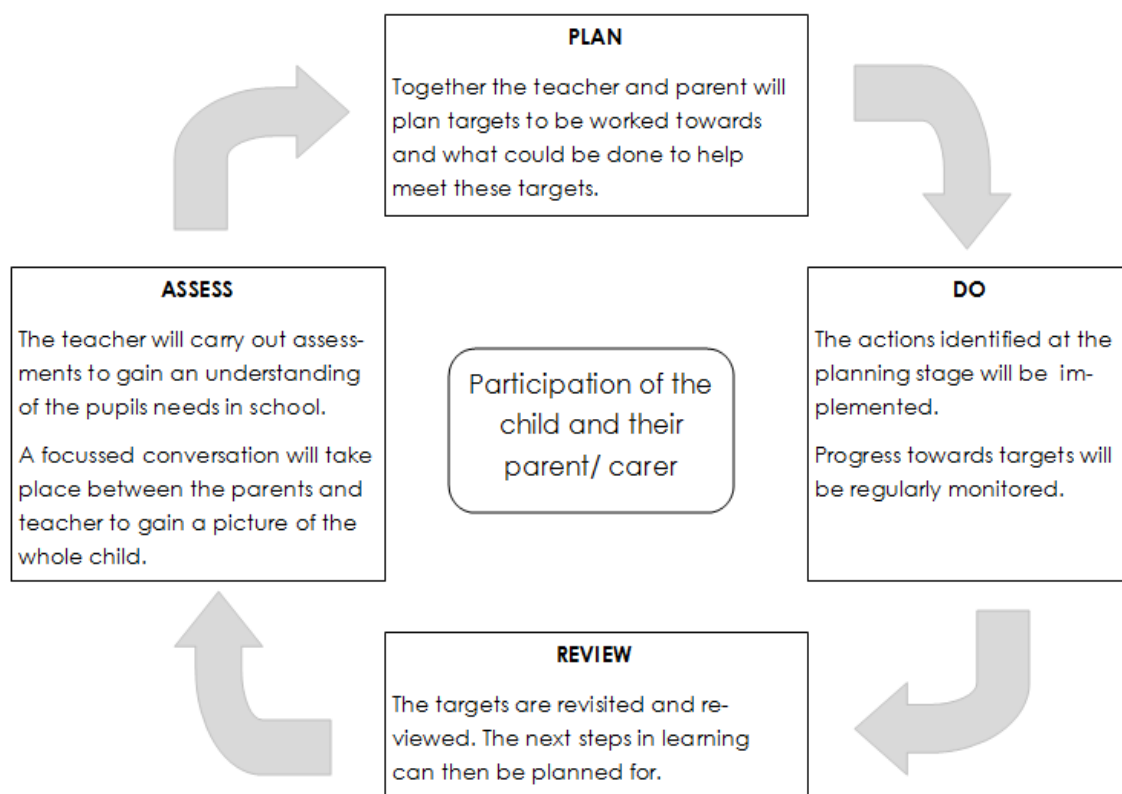
Pupils are assessed on entry, building on information from previous settings and key stages where appropriate. Class teachers are constantly reviewing and assessing their pupils' work and progress, to inform day-to-day and week-to-week lesson plans and learning objectives.

Assistant Head Teachers and the SENCO monitor the effectiveness of the intervention programmes. These are recorded on the school tracker and discussed at Pupil Progress Meetings which are held half termly. These meetings should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower 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

Assess – Plan – Do – Review

This is an on-going cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

The class teacher and SENDCO consider information about the pupil's needs and progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, on-going termly teacher assessment and early assessment materials. If there has been involvement from outside professionals then their insight will help to inform the assessments.

Plan

When it is decided to provide a pupil with SEN support, parents will be formally notified. The teacher, parents, SENCO and (where appropriate) child agree of interventions and support to be put in place as well as what expected impact is and a clear date for review. All teachers and staff who work with a child will be made aware of their needs and the outcomes sought. This will be recorded.

Do

The arrangements decided at the planning meeting will be carried out. The teacher retains responsibility for the progress of the pupil even if they undertake work away from the main teacher. The SENCO will support the class teacher in effective implementation.

Review

The effectiveness of support and interventions and their impact on pupil progress is reviewed in line with the agreed date (usually on a termly basis). The progress towards outcomes is reviewed and changes in outcomes and provision will be agreed.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Education Health and Care Plan needs assessments

Some children do not make progress despite purposeful intervention and support. If this is the case and the child's difficulties are considered to be long term, severe and complex then it may be appropriate to apply for an Education Health and Care Plan needs assessment (often called an EHC Plan). The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Not all applications for EHC Plans lead to pupils having an EHC Plan.

Education Health and Care Plans

Where it is agreed to issue an EHC Plan, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents 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.

The SEN Register

The Register is maintained by the SENCO. The provision, strategies and targets for pupils who are on the SEND register is recorded and reviewed on a termly basis. This will include pupils who are not making progress, making limited progress or who are working below age-related expectations or

pupils who have barriers to learning, for which particular strategies have been put into place to support them to be successful in school.

These records should be shared with all staff so that everyone who is involved with the child knows what they are working towards. Teachers should plan for pupils to have opportunities to work towards their targets and record their progress. Teachers are encouraged to annotate plans and notes so that a clear picture is painted of the pupil's achievements.

Barriers to Learning

Teachers, teaching assistants and parents work together, using advice from professionals to meet the needs of pupils to determine ways to help the pupil to be successful in school. This could include supporting social skill development, keeping pupils active or providing quiet place for pupils.

Assessment Arrangements

Pupils who are on the SEND Register may be eligible for support in KS1 and 2 Statutory Assessments (SATs).

This may include:

- Having a reader
- Working in a quieter room
- Having rest breaks to aid concentration.
- Extra Time

The individual school SENDCO will discuss the needs of individuals with the class teacher and apply for arrangements in accordance with the DFE guidance.

Involving Professionals and Specialists

All the SBAT schools are mainstream schools and do not have a specialist resource unit for SEND. We work closely with external agencies that we feel are relevant to individual children's needs.

Relevant agencies include the following:

- Educational Psychologist
- Speech and Language Therapist (SALT), a child will be on their caseload and have blocks of direct provision
- Child and Family Service (CFCS)
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapist
- Health visitors
- School nurse
- Community paediatrician
- Whitefield's school outreach team – Global delay and hearing impairment/Autism
- Joseph Clarke School for visual Impairment outreach
- Social Services
- Adolescent Support Team
- Social Inclusion Team
- Early Help

Training of staff

We believe in continuous professional development and training for all staff. We consider it very important to keep up to date with the most recent research and its findings regarding SEN.

- Staff receive regular in-house training, as well as sessions delivered by external experts.
- SENCOs attend regular training provided by the Local Authority to keep abreast of initiatives and research related to SEND.

- Staff receive regular training over the year as part of their professional development, for example:
- SENCO: two days' training minimum to update on the latest developments in relation to special needs (including external providers).
- Training for teaching assistants:
- Relevant training for teachers/TAs for pupils with asthma/EpiPen needs as well as additional medical needs where appropriate (e.g. diabetes training). Please also refer to our Administering of Medicines Policy.

No school within the Trust has specialist resource provision to cater for specific needs.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the SBAT as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Executive Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview of this aspect of the school. The governing body, through the Curriculum committee monitor and discuss the SEN provision in the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN;
- all staff are aware of the need to identify and provide for pupils with SEN;
- pupils with SEN 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 external SEN provision for their child
- they are fully informed about SEN 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 pupils with SEN.

Governors also play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development;
- SEN provision is an integral part of the School Development Plan;
- the quality of SEN provision is regularly monitored;

The Executive Head teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the executive special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school

- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The school-based and Trust Wide Special Educational Needs and Disabilities Co-ordinator is responsible for:

- overseeing the day to day operation of SBAT'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 SEND staff

The Individual School SENDCO is responsible for:

- helping staff to identify pupils with special educational needs
- carrying out and arranging assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, 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 personnel in the classroom
- liaising closely with parents of pupils with SEN, 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
- preparing applications for EHCP needs assessments
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Meeting with the SENDCO to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents of pupils with SEND to plan and set targets;
- writing targets, agreeing strategies, reviewing and collecting evidence for pupils as part of the Academy's SEND Procedures and paperwork;
- meeting with professionals and implementing recommendations and advice.
- Leading their support staff to ensure the children with special educational needs are fully challenged and supported in their learning.

Teaching Assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

