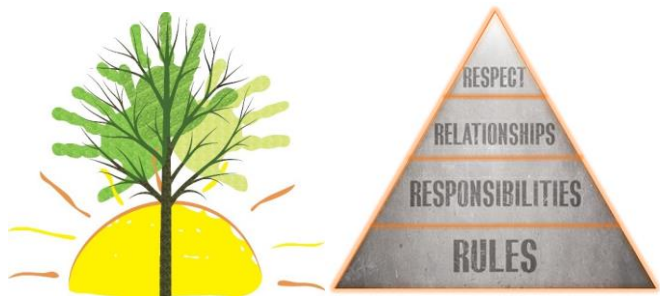




SEND POLICY



PART OF SHINE MULTI ACADEMY TRUST

COMPANY NUMBER 081634448

Management log

| | |
|-----------------------------------|-----------------------|
| Document | SEND policy |
| Author | SENCo |
| Person responsible for the policy | Headteacher |
| Reviewed by | Local Governing Body |
| Date approved | 14 November 2022 |
| Date issued | 15 November 2022 |
| Review period | Biennially |
| Next review | Autumn 2024 |
| Reviewer | Headteacher |
| Signed | Signed |
| Nicola Darlington | Judi OLeary |
| Chair of the LGB | Executive Headteacher |

Document history

| Version | Date authored | Author | Date approved | Date issued | Comments |
|---------|---------------|------------------------|------------------|------------------|--|
| V1 | March 2020 | Senior leadership team | 2 July 2020 | 3 July 2020 | Secure SEND procedures |
| V2 | November 2022 | Senior leadership team | 14 November 2022 | 15 November 2022 | Reviewed and approved to secure SEND procedures to support SEND pupils |

Policy

Access arrangement

Behaviour

Child protection/safeguarding

Equality

Exclusions

The Hive

Safer recruitment

Access via

<https://www.whitemooracademy.co.uk/policies/>

<https://www.whitemooracademy.co.uk/policies/>

<https://www.shine-mat.com/pupil-welfare/>

<https://www.shine-mat.com/pupil-welfare/>

<https://www.shine-mat.com/pupil-welfare/>

<https://www.whitemooracademy.co.uk/policies/>

<https://www.shine-mat.com/business-and-personnel/>

Contents

| | |
|---|----|
| 1. Equality | 3 |
| 2. Aim..... | 3 |
| 3. Policy statement..... | 4 |
| 4. Aims and objectives | 4 |
| 5. Policy responsibility..... | 5 |
| 6. Arrangements for coordinating SEND provision..... | 5 |
| 7. Admission arrangements | 6 |
| 8. Specialist SEND provision | 6 |
| 9. Facilities for pupils with SEND | 6 |
| 10. Identification of Pupils needs | 7 |
| 11. Quality first teaching | 7 |
| 12. SEN support..... | 7 |
| 13. Referral for an Education, Health and Care Plan (EHCP)..... | 8 |
| 14. Access to the curriculum, information and associated services | 8 |
| 15. Inclusion of pupils with SEND | 9 |
| 16. Evaluating the success of provision | 9 |
| 17. Complaints procedure | 10 |
| 18. In service training..... | 10 |
| 19. Links to support services..... | 10 |
| 20. Working in partnership with parents | 11 |
| 21. Links with other schools | 11 |
| 22. Links with other agencies..... | 11 |

1. Equality

SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders¹ will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Aim

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 of 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 in their home is different from the language in which they will be taught.

The children and Families Act 2014 came into effect in September 2014. A new SEN Code of Practice also accompanied this.

More details about the current legislation can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pupils with SEND are supported by the SEND Local Offer, a resource which is designed to support both children and young people with special educational needs and/or disabilities and

¹ SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its pupils, including premises staff, administrators, teachers, support staff, pupils, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

their families. It describes the services and provision that are available. The Local Offer includes information on public services across education, health and social care, as well as those provided by private, voluntary and community services.

The Nottingham City Local Offer can be found here:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

3. Policy statement

Whitemoor Academy is a mainstream Primary & Nursery school, which makes provision for SEND pupils in line with the school ethos and current government legislation (as outlined above.) This policy builds upon Whitemoor Academy's ethos of 'Be Your Best Self'.

4. Aims and objectives

We aim to provide every child in school with access to a broad and balanced curriculum and with a wide range of extracurricular activities

Our aims is to ensure:

- Provision – High quality teaching & learning in the core subjects leading to the acquisition of the best set of basic skills for every child. Ensuring early identification of intervention needs to support & challenge pupils.
- Enhancement - A broad, rich & relevant curriculum, creating a thirst for knowledge and a love of learning amongst all. Ensuring creativity for all – Where pupils are encouraged to stamp their character and creativity on their work, within a 'Take Care' framework, leading to unique, high quality outcomes.
- Enrichment - A diverse range of people, make learning real and relevant, whilst also encouraging adults to support, value and celebrate children's work.

Objectives:

- Early identification - As a school we aim to identify the needs of pupils with SEND as early as possible. This can be done by gathering information from parents, educational professionals, health and care services, as well as Early Years settings prior to the child's entry to school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Assessment data is gathered half termly and reviewed to support identification of pupils

who may have SEN. Monitoring through the Provision Map system ensures children with SEND make good progress and are able to meet their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEN have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures, and practices, providing regular reports of their child's progress. The SEN team hold termly SEND Review meetings for all children with outside agency support.
- Work with and in support of outside agencies when pupil's needs cannot be met by school alone
- Create a school environment where pupils feel safe to voice their opinions of their own needs

5. Policy responsibility

The school SENCo is responsible for overseeing the provision for SEND children. The SENCo is responsible for the updating and implementation of this policy.

Responsibility for co-ordinating the day to day provision of pupils with SEND lies with the SENCo Team which includes the SENCo and SEN teacher, HLTAs, class teachers, teaching assistants and carers.

There is also a school governor designated to overseeing SEND in school.

6. Arrangements for coordinating SEND provision

Details of all SEN Support records such as Provision Maps, review meeting notes, letters from outside agencies will be stored centrally in a secure location.

Notes will also be added to CPOMs.

All staff can access

- The SEND policy
- A copy of the school's SEND register
- Guidance on identification from the Code of Practice

- Information on individual pupils SEND
- Advice
- Information
- Local Offer

7. Admission arrangements

The Governing Body believes that the admissions criteria for this school does not discriminate against pupils with special educational needs or disabilities and has a due regard for the Special Educational Need Code of Practice September 2014.

8. Specialist SEND provision

The School SENCo is Mrs Danielle Waterfall, who has achieved the required National Award for SEND provision.

The School has a SEND team that works to support any child in school who has an additional need. This could be SEN, Behaviour, Vulnerable children, EAL children or children who are gifted.

Whitemoor Academy has an additional teaching space called The Hive specifically for children who have significant additional needs (often with an EHCP). The Hive offers personalised bespoke learning and is run by the SEN teacher. Some children with SEND may access this provision for parts of the school day to work on their specific targets and then return to their mainstream lessons.

The SENCo works with the SENCo Assistant and Higher Level Teaching Assistants (HLTAs) as a sub-part of the Take Care Team. This team meet weekly to discuss the needs of the children on the SEN Register and their provision.

Within school we offer support for all our SEN children in the form of a personal provision maps with individual targets that are reviewed half termly. Pupils are supported by Teaching Assistants in small groups or 1-1, both in and out of class, to meet these targets.

9. Facilities for pupils with SEND

Whitemoor Academy has a disabled access toilet and the majority of the building is accessible.

The school has an Accessibility Plan which supports this policy.

All pupils with SEND have access to Element 1 and 2 of a school's budget. Some children with SEND access Higher Level Need (HLN) funding through the Local Authority. The SENCos make individual applications to a panel at the Local Authority for this additional funding. The panel is responsible for determining the level of this funding based on the complexity of need.

The use of additional funding for individuals with SEND is determined by pupil need. It may include, but is not limited to, additional 1-1 or small group support, specialist equipment required to access the curriculum, computer support programmes, specific resources or support packages, or external support services.

10. Identification of Pupils needs

Whitemoor Academy operated a graduated approach to the identification of SEND, as described in the 2014 Special Needs Code of Practice.

11. Quality first teaching

Any pupils who are falling significantly outside the range of expected academic achievements in line with predicted performance indicators will firstly be monitored.

They will be referred to the SENDCo as a concern. A member of the SENDCo team will add them to the school's SEN register as a concern, and may observe the child, meet with the class teacher, seek further information, or meet with parents.

At this point, additional interventions or adaptations may begin and the child will be closely monitored for an academic term by the class teacher.

Pupil progress meetings will determine the level of progress made by the child and any further adaptations that may need to be made.

12. SEN support

When it is determined (in partnership with appropriate external agencies if appropriate) that a pupil does have a SEND, the child will become SEN support or Outside Agency on the school's SEN register. At this point, an individual provision map will be created, and shared with parents. This will detail additional or different interventions, and targets to ensure progress, along with staff members responsible for the intervention and a timetable of support.

Their individual provision maps are updated half termly and shared termly.

Support provided will form part of a four part process

Assess

Plan

Do

Review



This is an ongoing cycle, which ensures provision is refined and changing needs are responded to.

13. Referral for an Education, Health and Care Plan (EHCP)

If a child has significant or lifelong difficulties, they may undergo Statutory Assessment for an EHCP. This can be requested by the parent or by school. This will occur when a multi-agency approach to assessing, planning, providing and reviewing is required over a significant amount of time.

The decision to move to an EHCP considers information from parents, teachers, social care, health professions, and other professions such as Speech therapists or Occupational therapists.

A decision is made by a Local Authority Panel as to whether an EHCP is needed.

More information about EHCP in Nottingham City can be found at

<https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/education-health-and-care-plans-and-statutory-assessment-of-send>

14. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through differentiation and adaptation, through additional interventions, and support. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom. Where this is not possible, the SENCo team or a member of SLT will consult with the pupil's parents for other flexible arrangements to be made.

Whole school provision of the Curriculum will be reviewed annually by the Head teacher.

Additional support for children outside the classroom setting will be detailed through Provision Mapping. This will be monitored and reviewed on a termly basis by HLTAs and the SENCo team.

SEN provision will include the following considerations

- Keeping staff informed of the SEND needs of any individual pupils
- Providing regular training and learning opportunities for staff on the subject of SEND
- Planned use of all school and class facilities and space
- Using in class provision and support effectively to ensure the curriculum is differentiated
- Making sure individual or group provision is available when it is felt pupils would benefit from this
- Setting appropriate SMART targets that motivate pupils to do their best
- Celebrating achievements

15. Inclusion of pupils with SEND

The school curriculum is regularly reviewed by the SLT together with the SENCo team to ensure it promotes the inclusion of all pupils. This includes learning outside the classroom and visits to external settings

The school will seek advice, as appropriate, around individual pupils, from external agencies in order to maintain inclusion.

16. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from pupils, staff and parents throughout the year.

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

Information from Provision Maps, and the school data tracking system OTrack can be used to identify how effective provision has been.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Head teacher and Governors. Information is gathered from different sources such as child and parent surveys, work analysis, parents' evening.

17. Complaints procedure

If a parent or carer has a complaint regarding the care or welfare of their child, an appointment can be made with a member of the SENCo or SLT team, who will be able to advise on formal complaints procedures should a solution not be found.

18. In service training

We aim to keep all our staff up to date with relevant training and developments

Teachers and teaching assistants attend professional development courses when possible.

The SENCo team provides/organises in house training for staff.

Members of the SENCo team attend relevant SEND courses and attend the SEN Network meetings and Annual Conference organised by the Local Authority.

19. Links to support services

Whitemoor Academy continues to build links and strong relationships with external support agencies in order to fully support pupils with SEND.

Sharing information and knowledge with support services is vital to the effective and successful provision within our school. Any one of a number of services may raise a concern about a child. This will then be brought to the attention of the SENCo team.

The following services may be involved as and when is necessary.

- Educational Psychology Team
- Behaviour Support Team
- Speech and Language Therapy
- Continence Advisory Service
- CAMHs (Child & Adolescent Mental Health Services)
- IES - Learning and Cognition Team, Autism Team, Sensory Team
- Social Services
- Health care representatives (GPs, Paediatricians)
- School nursing team
- Mental Health Support Team (MHST)

20. Working in partnership with parents

Whitemoor Academy believes that a close working relationship with parents is vital to ensure:

- Early and accurate identification of possible SEND leading to the correct intervention and provision
- Continuing social and academic progress
- Ensuring personal and academic targets are set and met effectively.

Parents are kept up to date on their child's progress through: Parent's evening, SEN review meetings, termly Provision Map targets and timetables, termly and annual reports. Parents can also discuss any concerns with their child's class teacher.

21. Links with other schools

Whitemoor Academy is part of the SHINE Multi-Academy Trust.

Transition to Secondary School for all SEND pupils follow the guidelines by specialist teachers from the Local Authority. Children are supported to enable them to transition as well as possible through the sharing of information and planning to support change.

22. Links with other agencies

Whitemoor Academy seeks and invites advice and support from external agencies in the identification and assessment of, provision for and achievement of aspirational outcomes for pupils with SEND.