



SEND POLICY

PART OF SHINE MULTI ACADEMY TRUST

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Policy	Access via
Access arrangement	https://www.whitemooracademy.co.uk/policies/
Behaviour	https://www.whitemooracademy.co.uk/policies/
Child protection/safeguarding	https://www.shine-mat.com/pupil-welfare/
Equality	https://www.shine-mat.com/pupil-welfare/
Exclusions	https://www.shine-mat.com/pupil-welfare/
The Hive	https://www.whitemooracademy.co.uk/policies/
Safer recruitment	https://www.shine-mat.com/business-and-personnel/
SEMH	https://www.whitemooracademy.co.uk/policies/
Whistleblowing	https://www.shine-mat.com/business-and-personnel/

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1. Equality

SHINE & ASPIRE MAT 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 and disabilities (SEND) taken from section 20 of The Children and Families Act 2014

A child or young person has SEND 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 SEND 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 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>

¹ SHINE defines stakeholders as pupils, parents/carers, staff, governors, trustees and members of the wider school community.

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 the 'Whitemoor Way'.

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 aim 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 the 'Whitemoor Way' 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.
- Monitoring through Individual Support Plans ensures children with SEND make good progress and are able to achieve their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEND 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 to understand SEND procedures, and practices, providing regular reports of their child's progress. The SEND team holds review meetings for pupils as/when needed to discuss provision, support and review progress. These meetings provide an opportunity to review progress towards Individual Support Plan targets, discuss next steps and ensure provision remains appropriate.
- 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 Children with SEND. 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 Enhanced Provision Lead teacher, HLTAs, class teachers, teaching assistants and carers.

There is also a school governor designated to oversee SEND provision within school.

6. Arrangements for coordinating SEND provision

Details of all SEND Support records such as Individual Support Plans, 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 needs and support arrangements
- 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 SEND team works collaboratively with staff across the school to support pupils with SEND and other additional needs which may impact learning and wellbeing.

Whitemoor Academy has three enhanced provisions – Hive HQ, The Learning Hub and Bumble Bees. These units are specifically for children who have significant additional needs (often with an EHCP). They offer personalised, bespoke learning and are run by the Enhanced Provision Lead Teacher

. Some children with SEND may access these provisions for parts of the school day to work on their specific targets and then return to their mainstream lessons.

Within school we offer support for pupils with SEND through Individual Support Plans which contain personalised targets, strategies and support arrangements. These are reviewed regularly to ensure pupils continue to make progress.

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 SENCo makes 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 operates a graduated approach to SEND in accordance with the SEND Code of Practice (2015). This follows the cycle of Assess, Plan, Do, Review, ensuring that pupils' needs are identified early, appropriate provision is implemented and the effectiveness of support is regularly reviewed.

Categories of SEND

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These areas of need may overlap and pupils may experience difficulties across more than one category.

Whitemoor Academy recognises that some pupils may experience social, emotional and mental health difficulties which impact upon their learning and wellbeing. Where appropriate, support may be provided through school-based interventions, pastoral support, external agencies and the Mental Health Support Team.

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 SENCo as a concern. A member of the SEND team may monitor the pupil, observe them in class, gather additional information and work with parents and staff to determine whether SEND support is required.

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 pupil will be recorded as SEND Support or EHCP on the school SEND register.

At this point, an Individual Support Plan will be created. This will detail interventions, and targets to ensure progress, along with staff members responsible for the intervention.

Individual Support Plans are reviewed regularly and shared with parents.

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 Individual Support Plans. This will be monitored and reviewed on a termly basis by the SEND team.

SEND 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

Whitemoor Academy is committed to the inclusion of all pupils. We believe every child should be able to participate fully in school life. Pupils with SEND are supported to access educational visits, residential trips, clubs, enrichment activities, assemblies, performances and wider opportunities. Reasonable adjustments are made where necessary to ensure pupils can participate alongside their peers.

Transition Arrangements

Whitemoor Academy recognises that transitions can be particularly challenging for pupils with SEND. Enhanced transition arrangements are planned where required and may include:

- Additional visits
- Social stories
- Visual supports
- Transition booklets
- Meetings with parents and receiving settings
- Information sharing with relevant professionals

Particular attention is given to transitions between year groups, between phases of education and when pupils join or leave the school.

16. Evaluating the success of provision

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data
- Review of Individual Support Plan targets
- SEND review meetings
- Attendance and wellbeing measures
- Pupil voice
- Parent/carers feedback
- Advice and reports from external agencies
- Monitoring by the Headteacher, SENCo and Governors

Findings are used to inform future planning and further improve SEND provision across the school.

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 and organises in house training for staff.

Members of the SENCo team attend relevant SEND courses and attend the SEND 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 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 and children

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, SEND review meetings, Individual Support Plan targets and support arrangements, termly and annual reports. Parents can also discuss any concerns with their child's class teacher or the SENCo at any time.

Whitemoor Academy recognises the importance of listening to the views of pupils with SEND. Pupils are encouraged to contribute to reviews of their support, discuss what helps them to learn and express their aspirations and future goals where appropriate.

21. Links with other schools

Whitemoor Academy is part of the Aspire & Shine Multi-Academy Trust.

Transition to Secondary School for all children with SEND follows 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.

23. Equality and Inclusion

Whitemoor Academy is committed to meeting its duties under the Equality Act 2010. Reasonable adjustments will be made where necessary to ensure pupils with disabilities are not placed at a substantial disadvantage and can access education alongside their peers.