



SEND and Inclusion Policy

2021-22

At Cromwell Learning Community Multi Academy Trust, we believe that learning without limits means we do not put a ceiling on children's achievement.

The School's Values, Vision and Broader Aims around SEND

“If children are happy they will achieve”

We seek to educate the whole child, paying particular attention to children's emotional and intellectual well-being.

CLC MAT is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Definition of special educational needs and/or disabilities 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 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.

Policy Introduction

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

CLC MAT is committed to inclusion for all pupils. We aim to facilitate a sense of community and belonging offering new opportunities to learners who may have experienced previous difficulties. This means we will respond to learners in ways which take into account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of the following different groups of learners:

- girls and boys
- minority ethnic and faith groups,
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick
- those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

CLC MAT follows the requirements outlined in the following legislation:

- SEN and Disability Act
- Equality Act 2010
- The Revised Special Educational Needs and Disability Code of Practice 0-25 2014
- The Children and Families Act 2014

Policy Development and Implementation

As part of CLC MAT's strategic planning for developing this policy, the following stakeholders were informed and consulted as necessary:

- Parents
- Staff
- SEND Co-ordinator
- SEND Governor
- Educational Psychologist
- School and Pupil Support Service
- Communication and Autism Team
- Independent Communication and Autism Specialist
- Speech and Language Therapist
- Beacon Behaviour Support Service

This policy describes the way we meet the needs of children who experience barriers to their learning in the following areas:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical needs

Identification of SEND

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Under-achieving pupils (ie those pupils who are working slightly below the expected standard for their year group following formal assessments), are not added to the SEND register unless there are additional SEND needs as outlined in the Code of Practice. For those underperforming children, the class teacher will be responsible for setting up appropriate interventions to address any areas of weakness or gaps in the pupils learning.

At CLC MAT we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Types of Need

The Code of Practice (2014) describes four broad categories of need which give an overview of the range of needs that should be planned for.

• Communication and Interaction

This category incorporates children with speech, language and communication needs (SLCN) and children with ASD, including Asperger's Syndrome and Autism.

• Cognition and learning

This category includes moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more specific aspects of learning also fall in this category.

• Social, emotional and mental health difficulties

Children may experience behaviours that reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• Sensory and/or physical needs

Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Code of Practice highlights that it is important to consider what is not SEND, but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

Stage 1 (Universal Support)

(Pupils are provided with well-differentiated 'quality first teaching')

- All learners, regardless of individual needs will have access to 'quality first teaching'
- All teachers are expected to plan effectively to meet pupils' identified needs and track their progress
- Audit the provision to ensure it matches the needs of their pupils' in lessons
- Identify gaps in their learning and put in place provision that addresses them
- Respond to continuing professional development and training and implement appropriate strategies that improve the progress and attainment by children.
- All teachers are expected to effectively liaise with parents and carers.

Stage 2 (Targeted support)

(Targeted intervention and support for pupils with SEND)

- Continuation of stage 1 strategies.
- Regular adult led interventions that are planned and targeted.
- Regular parental liaison
- Information from other settings
- Early advice from external agencies
- Involvement of outside agency support services (where appropriate)
- Individual or small group support within the class setting
- Additional differentiation of resources and equipment

This will be monitored through:

- Classroom assessments and monitoring, using continuums and Individual Education Plans where appropriate
- Tracking an individual pupils progress over time

Stage 3 (Specialist support)

(Specialist intervention and support for pupils with SEND)

- Continuation of stage 1 and 2 strategies
- Sustained and systematic adult support – Adult led intervention, mix of group work and planed 1:1)
- Interventions and direct input from external agencies
- Multi agency support where appropriate
- Specific environmental adaptations

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHC Plan).

EHCP Support

(Specific support for pupils in receipt of an Education Health and Care Plan)

- Pupils with an EHCP will have access to all arrangements for pupils on the SEND register (as in Stage 1 - 3 support) and in addition will have an annual Review of their plan.
- Our review procedures fully comply with those recommended in Special Educational Needs and Disability Code of Practice 0-25 2014 and with LA policy and guidance.

Roles and Responsibility

CLC MAT is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. To do this, we follow a child centred approach incorporating the input from the following people

The Child

At CLC MAT, we recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of individual targets and success criteria. We will fully involve all pupils by encouraging them to:-

- State their views about their education and learning – including what they like/dislike about school.
- Identify their own needs and things that help them learn best.
- Share in their target setting across the curriculum so that they know what their targets are and what to do to achieve them.
- Review their own progress towards their targets and for those and monitor their success at achieving the targets.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We will do this by:-

- Working effectively with all other agencies supporting children.
- Giving parents and carers the opportunity to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately to all concerns.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services by providing all information in an accessible way.

Responsibility of Class Teachers

Class teachers have a responsibility to liaise with the SENDCO to:-

- Support all pupils with SEND and all pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans).
- Securing high quality provision and outcomes for all groups of SEND pupils by providing differentiated teaching, support and learning opportunities for all SEND pupils which take into account the specific needs of every pupil.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".

- Ensuring effective deployment of resources – including teaching assistants and other support staff - to maximise outcomes for all groups of SEND pupils and those with medical conditions.
- Taking into consideration targets and guidance given by the SENDCO or other adults from additional outside agencies.
- Enabling all SEND pupils to access learning activities and opportunities which target ILP objectives or support pupils to work towards targets set on provision maps.
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD

The Responsibilities of Special Educational Needs Co-ordinator (SENDCO)

In line with the recommendations in the SEND Code of Practice June 2014 and their job description, the SENDCO will oversee the day-to-day operation of this policy in the following ways:-

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on the provision map a staged list of pupils with special educational needs –those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Education Health and Care plans
- Coordinating and monitoring the quality of provision for children with special educational needs
- Liaising with and advising teachers on delivering excellent provision for these pupils
- Managing other teaching and support staff involved in supporting SEND
- Overseeing the records on all children with Disabilities and/or Special Educational Needs
- Liaising sensitively with parents and families of children with SEND, in conjunction with class teachers and SLT where appropriate
- Contributing to the in-service training and continuing professional development of staff
- Implementing a programme of Annual Review for all pupils with an EHCP.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when a pupil has a special educational need which will require significant support.
- Overseeing transition arrangements and transfer of information for pupils on the SEND register from Nursery providers to Reception, from Year 6 to Year 7 and for pupils who arrive or leave mid-year.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision register.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND pupils including LA agencies, NHS, the voluntary sector and Social Services.
- The SENDCO is responsible for reporting regularly to the Head teacher and the Governing Body representative with responsibility for SEND on the ongoing effectiveness of this SEND policy. Members of the Senior Leadership Team (SLT) also have responsibilities for supporting and monitoring pupils on the SEND register within the year groups for which they are responsible.

The Head Teacher and SLT

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximize their ability to learn.
- The Head Teacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCO).
- The Head Teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through;
 1. Analysis of the whole-school pupil progress tracking systems
 2. Maintenance and analysis of a provision map for SEND
 3. Pupil progress meetings with individual teachers (may be delegated to SLT members)
 4. Regular meetings with the SENDCO and related teams
 5. Discussions with pupils and parents

Transition

- We ensure early and timely planning for transfer to and from each phase of their education and will offer transition meetings to all pupils with and their parents with SEND and not just those pupils in receipt of an Education Health and Care Plan. During the meeting, the next phase destinations and transition arrangements will be discussed.
- We will Support for the pupil in coming to terms with moving on or starting in a new setting will be carefully planned and will include familiarisation visits and mentoring work if required. Pupils will be included in all "class transition days" and may also be offered additional transition visits as appropriate and in line with their needs.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

External Support Specialists and Agencies

The school works closely with a number of specialists and support agencies to focus on the identification and provision for those pupils who have SEND. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2014, an integrated, high quality, holistic support that focuses on the needs of the individual pupil.

The following services/agencies are available to support the individual pupil as necessary:

- Educational Psychologist
- School and Pupil Support Service
- Communication and Autism Team
- Independent Communication and Autism Specialist
- Speech and Language Therapist
- Specialist Counselling agencies (Mosaic and FREEAX)
- Beacon Behaviour Support Service
- Physical Difficulties Support Service
- Social Services
- Health Services
- CAMHS (Child and Adolescent Mental Health Services)

Additional information regarding SEND pupils and Provision can be found in the Schools Local Offer.

The Governing Body and Head Teacher will review this policy every two years.

Revised: