Ashley Hill Multi Academy Trust

SEND Policy

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Knowl Hill C of E Academy Special Needs Coordinator (SENCo): Mrs Nichole Bournert
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VISION STATEMENT FOR AHMAT

Ashley Hill Multi Academy Trust is committed to securing the best outcome for every child in its schools within a learning environment characterised by a distinctive Christian ethos.

We value the uniqueness and individuality of every school in the Trust, encouraging each to develop to meet the particular needs of all its pupils and the community it serves, underpinned by a common commitment to work together, making full use of all the Trust’s resources, to enhance the experience and opportunities of all.

In line with our core Christian beliefs and principles, we want each school to be an educational community where

- all are welcome, whatever their cultural, ethnic or religious background;
- all will flourish, with a particular focus on supporting any who are disadvantaged culturally, socially, economically, physically, or in any other way;
- all will have a life-enhancing encounter with the Christian faith;
- each individual is encouraged and helped to discover and develop their God-given gifts and talents to the fullest extent;
- all will fulfill their potential in a way appropriate for their age, both academically and as well-rounded, independent, emotionally mature individuals.

Introduction

The whole team at the AHMAT is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our trust is staffed by a team of qualified teachers and teaching assistants. The trust provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of trust life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of ‘life skills’ and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs. This policy builds on our Trust Inclusion Policy, which recognises the entitlement of all pupils to a broad, balanced curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.
Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive trust
- To ensure the identification of all pupils requiring SEND provision as early as possible in their respective schools
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To share a common vision and understanding with all stakeholders
- To work towards inclusion in partnership with other agencies and trusts
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. ADMISSION ARRANGEMENTS
No pupil will be refused admission to a trust school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see trust’s Admissions Policy).

3. MANAGEMENT OF SEND WITHIN TRUST
The governing body has delegated the responsibility for the day to day implementation of the policy to the respective SENCo who have Qualified Teacher Status. The management of SEND is supported by the administration staff.

All trust staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP) or statement. A positive and sensitive attitude is shown towards all pupils by adults in trust schools. Staff responsibilities are identified in individual job descriptions.
Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCOs are responsible for:
- overseeing the day-day operation of this policy
- liaising with and advising teachers
- managing teaching assistants
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies
- overseeing the records on all children with SEN
- Coordinate provision for those children with special educational needs

The SENCOs are responsible for reporting to the governor with responsibility for SEN on the day-day management of SEND policy. Termly meetings will take place.

4. IDENTIFICATION AND ASSESSMENT
We accept the principle that pupils’ needs should be identified and met as early as possible.
There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil’s progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil’s progress
- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.
The SENCO, works closely within their respective senior leadership teams, using whole trust tracking data as an early identification indicator.
We use a number of additional indicators for early identification of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS
- Data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- The following up parental concerns
- Tracking individual pupil progress over time
- Information from previous trusts on transfer
- Information from other services

The SENCOs maintain a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the individual school or other educational or health professional.

5. CURRICULUM ACCESS AND PROVISION
In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.
Where pupils are identified as having special educational needs, the trust provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:
- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or intervention teacher.
- Individual class support
- Further differentiation of resources
- Homework club
- Individual pupil tracker target sheets
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology, CAF or other support services for advice on strategies, equipment, or staff training
6. MONITORING PUPIL OUTCOMES

- Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:
  - Narrows the attainment gap between pupil and peers
  - Prevents the attainment gap widening
  - Is equivalent to that of peers starting from the same baseline but less than the majority of peers
  - Equals or improves upon the pupil’s previous rate of progress
  - Ensures full curricular access
  - Shows an improvement in self-help and social or personal skills
  - Shows improvements in the pupil’s behaviour

7. RECORD KEEPING

The trust will record the steps taken to meet pupils’ individual needs. The SENCOs will maintain the records and ensure access to them. In addition to the usual trust records, the pupil’s profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil’s own perceptions of difficulties
- Information from health/social services
- Information from other agencies

8. TARGETS and ACTION PLANS

All pupils on our SEND Support list will have a provision map setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets, these are used to inform the provision map. Curriculum targets are recorded in exercise books, target evening forms, parent evening forms, individual pupil tracker sheets and provision maps.

Strategies for pupils’ progress will be recorded in a provision map containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
The provision map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil’s needs. The provision map will be created through discussion with both the pupil and the parent or carer.

8.1 REVIEWING THE PROVISION MAP

Provision maps will be reviewed at regular intervals with the inclusion of parents, carers and pupils’ views.

9. CODE OF PRACTICE GRADUATED RESPONSE

The trust adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils’ needs.

If the trust decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents. External support services may advise on targets and provide specialist inputs to the support process.

Provision map intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

• Continues to work considerably lower than their peers
• Lower than expected for a pupil at a similar age
• Continues to experience difficulty in developing literacy/numeracy skills
• Has emotional problems that substantially impede their learning
• Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
• Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
• Still makes little or no progress in specific areas over a long period

Parental consent is sought before any external agencies are involved. The resulting provision map may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.
Education, Care and Health Plans
An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the trust can offer. However, the trust recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a provision map
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP
EHCPs must be reviewed annually. The LA will inform the SENCO; Executive Principal and Head of School at the beginning of each term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil’s parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil’s progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil’s need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new trust year. It also gives parents the opportunity to liaise with teachers from the receiving school.
Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The schools in the trust recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. PARTNERSHIP WITH PARENTS/CARERS
The trust aims to work in partnership with parents and carers.

We do so by:

• keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
• working effectively with all other agencies supporting children and their parents
• giving parents and carers opportunities to play an active and valued role in their child’s education
• making parents and carers feel welcome
• ensuring all parents and carers have appropriate communication aids and access arrangements
• providing all information in an accessible way
• encouraging parents and carers to inform trust of any difficulties they perceive their child may be having or other needs the child may have which need addressing
• instilling confidence that the trust will listen and act appropriately
• 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 trust can help their child
• agreeing targets for the child, making parents and carers aware of the Parent Partnership services.

11. INVOLVEMENT OF PUPILS
We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

• state their views about their education and learning
• identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
• share in individual target setting across the curriculum
• self-review their progress and set new targets
In addition pupils who are identified as having SEND are invited to participate in:

- Provision Map reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with TAs
- Annual reviews

12. SPECIAL PROVISION
The trust has the following special facilities:

- Wheelchair access;
- Disabled toilets with hand rails;
- Blinds in classrooms to reduce glare. (Important for lip-reading)
- Ramps to most outside doors to allow for wheelchair access.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

13. LINKS WITH EDUCATION SUPPORT SERVICES
We aim to maintain useful contact with support services in Children and Young People’s Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist and school Nurse.

14. LINKS WITH OTHER SERVICES AND TRUSTS
Effective working links are maintained with:

- Sensory Consortium
- Speech and Language Therapy Service
- Family support and safeguarding
- Parent Partnership Service
- Educational Psychologist
- Local Safeguarding children board
- CHAMS-CAF
- Brain Wave
- Shine
15. INSET
In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Leadership team’s report to governors each term.

16. RESOURCES
The provision for SEN is funded through the main revenue budget for each school. Funds are deployed to implement the SEND policy.

17. COMPLAINTS
If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Executive Principal/Head of School/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the Complaints Procedure.

18. REVIEW OF THE SEND POLICY
This policy was developed through consultation with staff, parents, carers and pupils. The trust considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform each school’s Improvement Plan.

This Policy was written October 2015

Reviewed & Approved by the Directors of AHMAT

Signed: ......Chris Ford.......... Chair of Directors

Date: December 2015