RISE MAT SEND POLICY

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1. Introduction

This policy is in line with our teaching and learning objectives and the Trust visions and values. The aim is to support inclusion for all of our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and ensuring all children flourish and succeed.

2. Rationale

Rise Multi-academy Trust is committed to ensuring that there is equal access to opportunities and resources for people who might otherwise be excluded or marginalised. The Trust operates through a can-do culture and this empowers all pupils, with Rise staff being supported to acquire and use the professional knowledge they need to enable Rise pupils to achieve great things. Adaptive teaching, in the whole-class setting, is our first response to supporting pupils with SEND. There are pupils who will need something that is additional to or different from what is ordinarily available and this special educational provision will be used to support pupils on the SEND register in their schools.

Individual schools are responsible for providing appropriate provision for all pupils. All staff will receive training on how best to identify needs and embed strategies, enabling children to access all aspects of school life.

'Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.'

Point 6.36 SEND Code of Practice (2015)

There is a whole school response to SEND and the schools work closely in partnership with pupils, parents/carers, local authorities, specialist providers and other external agencies to provide a provision that meets the needs of the individual pupil.

3. Aim and Objectives

Aim

The aim of this policy is to:

- Ensure the Trust and its schools complies with and implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance;
- Ensure that every pupil has an equitable experience and equal opportunity to flourish and succeed. This will enable all children in the Trust and at Three Trees Academies to achieve their best, become confident individuals, live fulfilling lives and make successful transitions to their next phase of education.
- Identify and provide for pupils who have special educational needs and utilise the graduated response and best endeavours to provide an accurate provision.

Objectives

- To identify and provide for pupils who have special educational needs.
- To use the graduated approach (assess, plan, do, review) to regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To adhere to the statutory guidance provided in the SEND Code of Practice (2015).
- To maintain a holistic approach where every adult is an advocate for pupils with SEND in their approach to meeting the needs of all pupils.
- To appoint a teacher responsible for the coordination of SEND provision and ensure they have the relevant training and qualification(s) to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the Rise Multi-Academy Trust.

4. Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning

- Social, mental and emotional health
- Sensory and/or physical

Whilst there are four broad areas of need, we will identify the primary area of need whilst also considering the wider needs of the pupil to support the whole pupil. All adults working in Rise Academies contribute to the identification and provision for pupils with SEND. All initial concerns are raised with the teacher responsible for the coordination of SEND. Following this, the graduated response is implemented to identify any potential needs and best endeavours are made to remove any potential barriers to learning.

The progress made by all pupils is regularly monitored and reviewed as part of adaptive teaching. Adaptive teaching is enhanced through the Trust CPD offer and coaching through Education Improvement Team. Schools hold pupil progress meetings termly where class teachers and school leaders analyse data and discuss individual pupils' attainment and formulate an action plan. The Trust's system for regularly assessing, monitoring and recording the progress of all children is used to identify children who are not making satisfactory progress and who may therefore have additional needs. This may include pupils whose progress is significantly slower than their peers starting from the same baseline, those who are not matching their previous rate of progress and those who have an attainment gap between them and their peers that is widening or failing to close.

Across the Trust we recognise that low attainment does not automatically mean that the child has SEND. Through our ambitious and adaptive Rise curriculum and targeted support we aim to close the gap for all pupils working below the expected standard.

Upon identification, parents/carers are notified of initial concerns and the planned SEND support for their child. The provision for pupils with SEND is reviewed three times per year and a parent consultation will be conducted to share progress and discuss next steps.

5. The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support the class teacher and/or SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- The teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and the SENDCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term. The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.
The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

At the point when a pupil has made satisfactory progress in their area of need, they will no longer need a provision that is different to that that is ordinarily available. Whilst SEND support will no longer be implemented, the pupil will continue to access adaptive teaching as part of the whole class. This will be done in consultation with parents, class teacher and SENDCO.

6. SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- An individual learning programme (Pupil Profile)
- Evidence based interventions (SNIP, Sounds Write, Fluent in 5 etc.)

- Additional support from another adult
- Different materials, resources or equipment
- Working within a small group
- Use of alternative technologies
- Peer-to-peer support
- Personal care support
- Access to The Nest, Elm Room, Hazel Room
- Amongst other strategies and support

This list is not exhaustive list and other provision may be accessed depending on individual needs

7. SEN Support

Support at this level includes a provision that is different from and additional to what is ordinarily available through adaptive teaching in the classroom. This can involve support from external agencies such as advice around targets and strategies, specialist assessment and direct work with the child. These professionals will be involved with and will contribute to the gradated approach surrounding the individual child. Consent will be sought from parents/carers prior to involvement from external agencies.

Statutory Assessment of Needs (EHC)

For a child who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, the Academy may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an EHCP. The Academy is required to submit evidence to the LA. The LA will then make a judgment about whether the child's need can continue to be met from the resources normally available to the Academy. This judgment will be made using the LA's current criteria for making a statutory assessment.

Education, Health and Care Plans (EHCP)

Where a plan is agreed, this is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision named in Section F of an EHCP will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

There will be annual review meetings held, chaired by the SENDCO, in partnership with the pupil, parents/carers and external professionals. The aim of this meeting is to review the appropriateness of the plan, including provision, setting and funding, and to plan for next steps. Early/interim reviews may be called where there is a significant change in need or serious risk of exclusion, and the provision is no longer deemed appropriate for the pupil.

8. Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Rise schools, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the class teacher at least 3 times a year formally. This could be face-to-face, via a phone call or MS Teams meeting.

More information about the support offered to parents/carers from our local authority can be found within their https://www.localoffer.derbyshire.gov.uk/home.aspx – link to LA.

9. Roles and Responsibilities

Those with responsibility for governance:

The Trust Board, and their officers as delegated through the Scheme of Delegation, endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Gathering pupil voice to contribute to the monitoring of priorities for SEND pupils;
- Tracking themes in parental complaints in relation to SEND;
- Help to raise awareness of SEND issues at LGC meetings, through LGC SEND advocates
- Challenges the impact of provision on outcomes for pupils with SEND;
- Understanding the school's links with parents, carers and the wider community;
- Know about the school offer for SEND;
- Understand the local offer for SEND;

Headteacher / Head of School

The Headteacher has responsibility for:

- Ensuring that the SEND policy is fully implemented and followed by all staff;
- Determining the role of the Special Educational Needs Co-ordinator (SENCo) in relation to the leadership and management of the Academy;
- Working with the SENCo and the Trust Inclusion Team to determine the strategic development of SEND provision in the Academy;
- Keeping the Local Governing Committee fully informed on Special Educational Needs issues and responding to any concerns raised.
- Overall provision and progress of learners with SEND;
- Consulting the LA and Governing Bodies of other local schools when it seems to be necessary or desirable, so as to co-ordinate SEND provision in the local area;

- Providing the appropriate information to the LA for inclusion in the Local Offer by ensuring the Academy's SEN Information Report is updated annually and published on the website.

10. SENDCO

The named SENDCO's at Three Trees Academies is Beth Lester (Juniors) and Lauren Galpin (Infants & Year 3)

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing adaptive teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and those with responsibility for governance to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Where schools share a SENDCO, duties may be delegated to an allocated Senior Teacher. The Senior teacher will fulfil 6.88 within the SEN Code of Practice "The SENCO has day-today responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans". This Senior teacher

will also undertake the principal responsibilities as outlined above, with the support of the named SENDCo where necessary. The named SENDCo will fulfil any statutory obligations.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing adaptive teaching that meets the needs of individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Teaching assistants will liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

11. Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Trust Data Protection Policy.

12. Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

13. Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Three Trees Academies we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENCOs
- Key staff exchange
- Workshops for parents and pupils

- Enhanced transition sessions

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Three Trees Academies we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised, if necessary, during the annual cycle.