SEND POLICY

A Graduated Response to SEND

September 2021

Date for Review: September 2022

James Montgomery Academy Trust

James Montgomery Academy Trust

Statement of Intent

This policy outlines the framework for the James Montgomery Academy Trust (JMAT) to meet its duty and obligation to provide a high quality education to all of its pupils, including children with special educational needs and disabilities (SEND), and do everything it reasonably can to meet the needs of pupils with SEND.

Through successful implementation of this policy the JMAT aims to:

- Eliminate discrimination
- Promote equal opportunities for all
- Foster good relationships between pupils with SEND and pupils without SEND.

The JMAT will work with the relevant Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents, and carers in decision making
- Identification of children's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Improved choice and control for parents and carers regarding support for their child.

This policy operates in conjunction with the individual school's SEND Information Report which is displayed on individual school websites and is linked to the LA local offer.

Identifying SEND

The JMAT has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long term outcomes for the pupil.

Teaching staff, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better pupils' previous rate of progress
- Does not diminish the attainment difference between the pupil and their peers

Definition

The SEND Code of Practice states that all children should have access to 'high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

There is no hard and fast threshold of need which determines if and when a pupil has Special Educational Needs (SEND)
The Code of Practice breaks down SEND into four broad areas:

- Communication and Interaction needs
- Cognition and Learning difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical needs

Children with Special Educational Needs and disabilities (SEND) and Safeguarding

The DfE and NSPCC highlight the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability

- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

In addition to the above it is also acknowledged that schools within the JMAT should consider extra pastoral support for children with SEN and disabilities to overcome the above challenges. In terms of the use of 'reasonable force/ positive handling' JMAT schools recognise the additional vulnerability of children with SEND and medical conditions. By planning positive trauma informed and proactive behaviour support, for instance through individual behaviour and relationship plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force which is always a last resort.

Children with Specific Circumstances

Children who are Looked After (CLA), formerly LAC, previously looked after and adopted children

The JMAT recognises that a proportion of LAC may have SEND requirements. JMAT schools must appoint a designated teacher for children who are LAC+. The designated teachers has responsibility for promoting the educational achievement of children who are currently in local authority care, those who have left care through adoption, special guardianship or child arrangement orders and those who were adopted from care. The designated teacher must have appropriate training and the relevant qualifications and experience.

English as an Additional Language (EAL): The JMAT gives particular care to the identification and assessment of the SEND of children whose first language is not English. The JMAT appreciates that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress it should not be assumed that their language status is the only reason. The JMAT schools will look carefully at all aspects of a pupils performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

The Directors and Management structure of James Montgomery Academy Trust acknowledge that they hold ultimate responsibility for the attainment and progress of all children within its schools.

Roles and Responsibilities of (SEND) Governors
Key responsibilities for Governors may include:

- Identify and name a governor responsible for SEND
- Take steps to make key stakeholders aware of the SEND Governor
- Report annually to the SENDCo on matters related to SEND and whole school action plans
- Have a general overview of SEND issues within the school
- Ensuring that the school is meeting its statutory duties in terms of key legislation (Equality Act 2010) including having appointed a designated teacher.
- Ensure school has and displays its equality statement.

Roles and Responsibilities of Head of School/headteacher

- Take overall responsibility for implementing SEND reforms
- Ensure appropriate designations are made i.e. CLA
- Ensure the SENDCo is able to influence strategic decisions about SEND
- Ensure that the wider school community understands the implications of reforms for whole school improvement
- Put in place arrangements to ensure that parents are regularly engaged in discussions about the progress of their child.
- Ensure that a process is in place for involving parents and young people in reviewing provision and future planning
- Ensure school website and the Get information about schools (GIAS) has the accurate information

Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo role is a strategic one, working alongside the senior leadership to inform with a view to reviewing and refreshing the SEND policy in line with changes in central policy. To work in conjunction with class teachers to review practice to ensure every child with SEND receives the personal support that they require. The responsibilities of the SENDCo may include:

- Liaising with parents and pupils to discuss SEND needs, provision and progress
- Overseeing day-to-day operations of the schools SEND Policy
- Co-ordinating support for children with SEND
- Conducting detailed assessments in co-ordination with class teachers and other agencies
- Overseeing the records of all children with SEND
- Ensuring that agreed actions, interventions and procedures are followed
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and managing the roles and responsibilities of support staff working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions
- Liaising with external specialist support services
- Keeping up to date with legislation and policy changes
- Supervising the evaluation of interventions
- Reporting to Senior Management and SEND Governor
- Ensuring their CPD by keeping up to date with relevant developments and LA initiatives.

Roles and Responsibilities of class teachers

Key responsibilities for class teachers may include:

- Planning and delivering a differentiated curriculum which meets the needs of all children
- Having an awareness and understanding of the SEND Policy
- Raising concerns with the school SENDCo and working to address these concerns
- Liaising with support staff to deliver specific and targeted interventions
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations
- Giving feedback to parents and children and young people related to issues of SEND and general progress
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services

Roles and Responsibilities of Teaching Assistants / support staff

Key responsibilities for teaching assistants may include:

- Be aware of the SEND Policy and Procedures
- Liaise with class teachers to discuss support packages, procedures and child's response to these interventions.
- Ensure that the support offered encourages independence

Roles and Responsibilities of Parents

Key responsibilities for parents may include:

- Try to understand the needs of the child with respect to SEND issues.
- Know who the class teacher, support staff, the school SENDCo and the SEND Governor is within the child's school
- Work with school staff and outside agencies to support the child's SEND needs.
- Be aware of the SEND policy within the school
- Attend all meetings, where possible
- Maximise school attendance
- Engage with outside services

Graduated Approach

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Graduated Approach involves the following processes:

Assess, Plan, Do and Review

Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances.
Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.

Quality First Teaching

Review the arrangements already in place to ensure that it is meeting the identified need.

Have any barriers to learning been identified and addressed?

Check the data and impact of any targeted intervention that is already in place.

Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform differentiated planning?

Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.

Time limited, targeted interventions focussing on key areas of concern.

Following adjustments and interventions is there limited or no progress?
Do concerns remain?
Pupil is likely to have SEN and will require further assessments.

Involve outside agencies, e.g. EPS, SI Team and SaLT.

Continue with Assess/Plan/Review/Do cycle until progress is achieved.

Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

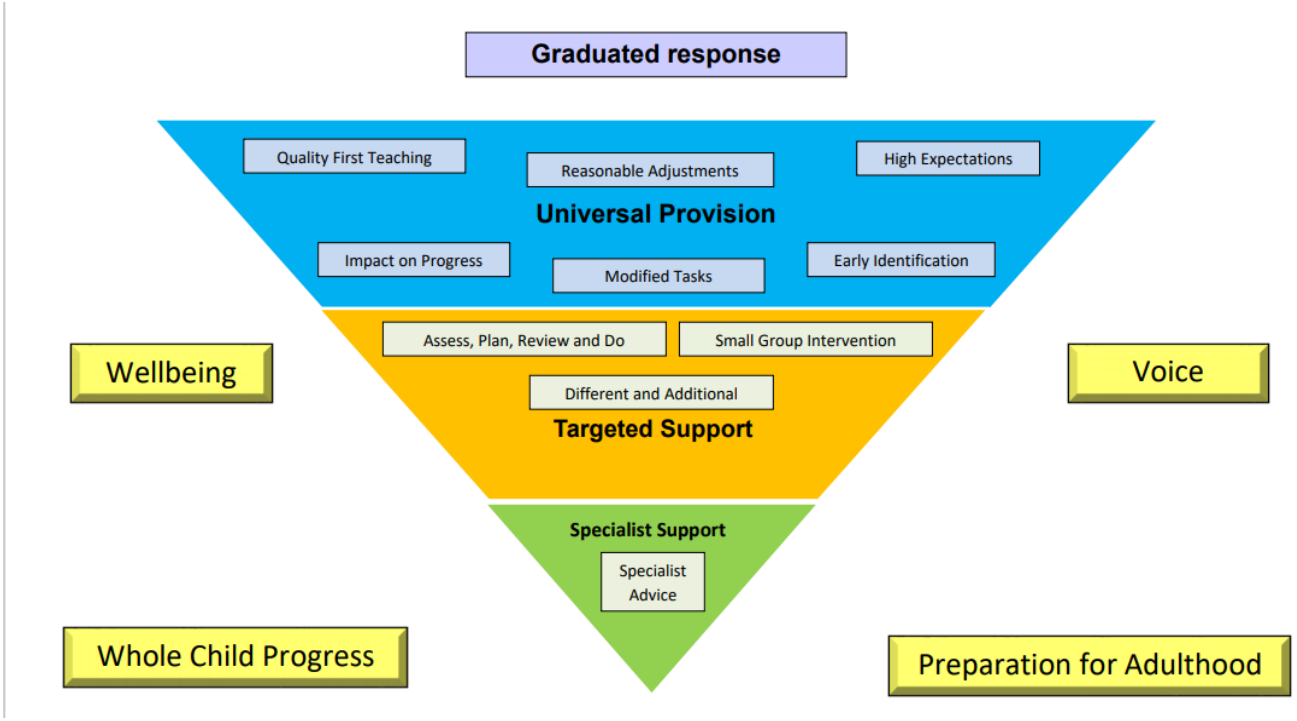
- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

All recording of plans and assessments is completed and compliant with the JMAT GDPR policy.

Within the James Montgomery Academy Trust (JMAT), schools will endeavour to use the following graduated response in providing support for children:



Universal provision

For children and young people as part of Quality First Teaching. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required. All reasonable adjustments should be made to ensure inclusive education.

Targeted support

Additional time limited provision in the form of small group intervention to accelerate progress and enable pupils to work at age related expectations.

Individualised / specific Support
Additional provision is required to enhance the progress of identified pupils where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress.

Education Health Care (EHC) Plan:
Where pupil progress continues to be a concern under formal support, a request can be made to the Local Authority which may result in an Educational Health Care plan. These plans are statutorily reviewed annually in conjunction with the Local Authority. The SEND support plan, part of the support structure of (EHC) will continue to be reviewed termly.

All support plans whether SEND or EHC must be reviewed and amended in sufficient time prior to pupils moving between key phases of education.

Monitoring and Review

This policy is reviewed annually by the Inclusion lead.

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT academy website.

The next scheduled review date for this policy is **September 2022**