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<b>Document Title</b>	
<b>SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY</b>	
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## **THE LOXFORD SCHOOL TRUST**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

#### **Introduction**

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our children. This includes appropriate differentiation for individual children, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our children experience success. This does not mean treating all children equally; it means treating all children as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our children with special educational needs are met.

When carrying out our duties towards our children with SEND, we have regard to the Special Educational Needs and Disability Code of Practice 0-25 January 2015.

#### **Principles**

- We value all children in our Trust equally.
- All children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all children.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Children and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Children with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

## **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all children with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that children with SEND engage in all the activities of the school alongside children who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for children with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

## **Definition of Special Educational Needs and Disability (SEND)**

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 him or her.

A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these children are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

## **The Key Points from the SEN Code of Practice 2015:**

### **Improving outcomes: high aspirations and expectations for children and young people with SEN**

**6.1** All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

### **Special educational provision in schools**

**6.36** Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

**6.37** High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

### **What do the classification codes mean?**

- K – Student known as having a SEND need and receiving targeted intervention
- E – Students have an Educational Health Care Plan
- EAL - Code A: New to English, Code B: Early Acquisition, Code C: Developing Competence, Code D: Competent, Code E: Fluent

### **The four main areas of SEND are:**

1. Communication and interaction - Speech, language and communication needs
2. Cognition and learning - down syndrome, autism, dyslexia, global delay, processing disorders.
3. Social, emotional and mental health – OCD, ADD, bi-polar, oppositional defiance disorder
4. Sensory and/or physical needs –visually impaired, limited hearing muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy.

### **Children and young people with a disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, Autistic Spectrum Disorder and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children and young people with a disability and those with SEND. Where a child or young person with a disability requires special educational provision, they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that the Trust adheres towards disabled children and young people with a disability:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people with a disability
- They must not discriminate for any reason arising in consequence of a child or young person’s disability

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children and young people with a disability are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what children and young people with a disability might require and what adjustments might need to be made to prevent that disadvantage

Loxford School Trust has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between children and young people with and without a disability. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

The Trust makes reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. The Trust makes reasonable adjustments by making physical alterations where possible.

Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for students with a disability to the curriculum, the physical environment and to information.

The Trust also uses the:

- Working Together to Safeguard Children (March 2015): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled students (2015): Technical guidance from the Equality and Human Rights Commission
- Supporting students at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

### Identification and assessment of children with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all children. This allows us to identify children who are making less than expected progress at an early stage. Inadequate progress might be that which:

- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child’s progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

It is important to note that concern relating to a pupil’s behaviour is defined as an underlying response to a need, and not a SEN within its own right. It is also recognised that there is a difference between the student with Special Educational Needs who has barriers to learning, and the student who is simply underachieving.

Where progress continues to be less than expected, the teacher will work with the SENDCO to assess whether the child has SEND. The SENDCO will gather information from the child, parents and class teacher. Discussions will be held with the child and their parents/carers in order to develop a good understanding of the child’s areas of strength and difficulty, the parents’ concerns, the agreed outcomes sought for the child and the next steps. Diagram A provides the overview for this process in the secondary phase.

**Diagram A Secondary**

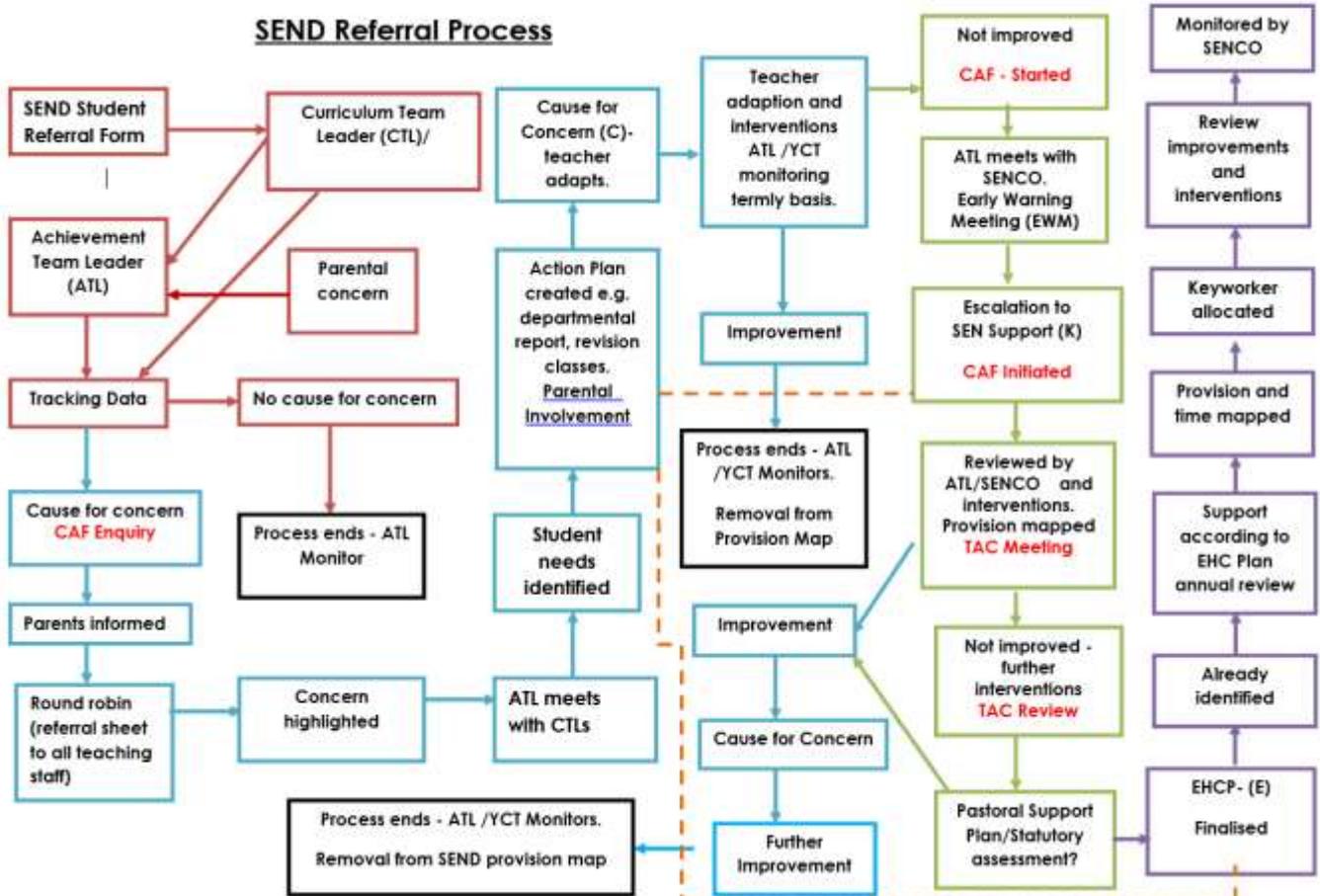
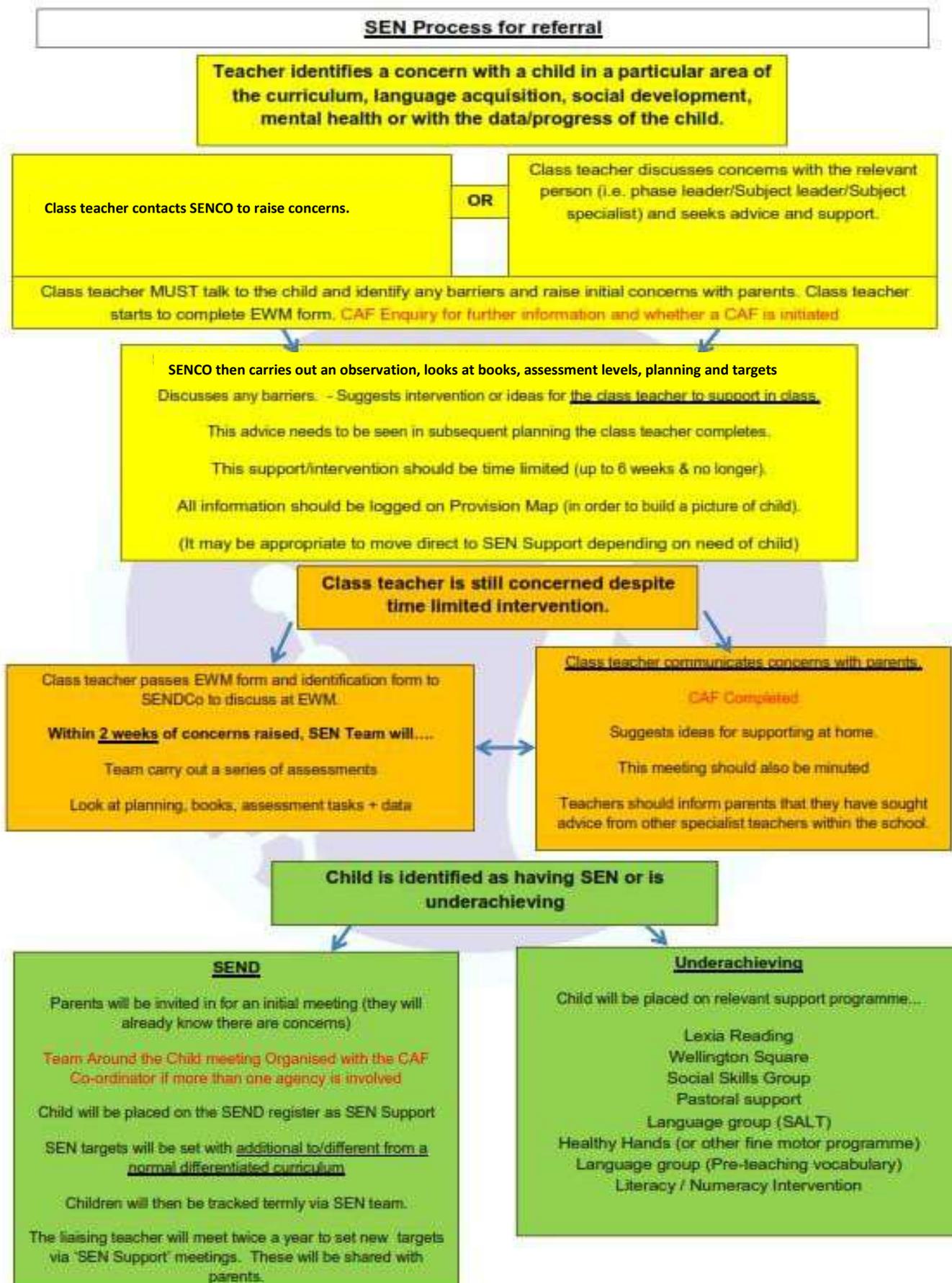


Diagram B Primary



Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the children in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

### **SEND Support**

When a child is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice (2015). In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a child continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Children on SEND support are provided with short term targets which are reviewed termly at the SEND/Year Team support meeting. Children that have an Education Health Care (EHC) Plan have a Student Support Summary which provides pertinent information (including short term targets) about the child. Children with an EHC Plan are also allocated a Key Worker and may have a Specialist Outreach Support Worker who meet with parents and children once a term to review targets and progress. This information is then reviewed by the SENDCO.

Some children will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these children will then be removed from the school's register of SEND children. However, we continue to monitor the progress of such children closely to ensure their progress is maintained.

### **How will I know how the Loxford Trust supports my child/young person?**

- You will receive a letter to inform you that your son/daughter is on the SEND list
- You will be invited to a meeting to assist us develop your child's One Plan profile. Your child will be fully involved in sharing his /her views
- You will receive a copy of the One Plan, which is shared with all your child's teachers.
- These are reviewed and updated on a termly basis
- You will receive additional information if your child needs or is entitled to specialist Outreach support

- Having intervention and extra help in the school does not necessarily mean that your child has a special educational needs.
- For students with an EHCP an annual review will be conducted to review all the objectives and ensure the appropriate support and provision is in place to be able to meet your child's needs
- Where recommended on any EHCP, skilled professionals (e.g. Educational Psychologists and speech and language therapists) will form part of the support package

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND children from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

The Trust will ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

The Trust will ensure the child's parents or the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer their views and information, and are consulted about the content of the plan.

The Trust will consult children, and their parents (and young people with SEND or disabilities) when reviewing the SEND Information Report.

The Trust will make arrangements for providing children, and their parents, (and young people with SEND or disabilities) with advice and information about matters relating to SEND and disability.

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

Parents' views are important during the process of carrying out an EHC assessment and drawing up or reviewing an EHC plan in relation to a child. The Trust will enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, the Trust and other agencies will normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

### **Supporting children, young people and parents to participate in decisions about their support**

The Trust will ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. This should include information on their rights and entitlements in accessible formats and time to prepare for discussions and meetings. From Year 9 onwards, particularly for those with Education, Health and Care plans, the Trust will be involved in planning for their transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The Trust will consider whether some young people may require support in expressing their views, including whether they may need support from an advocate (who could be a family member or a professional). The Trust will **not** use the views of parents as a proxy for young people's views. Young people will have their own perspective and the Trust will have arrangements in place to engage with them directly.

### **Involving children, young people and parents in planning, commissioning and reviewing services**

The Trust will consult children and young people with SEND or disabilities, and their parents in reviewing educational and training provision and social care provision and in preparing and reviewing the SEND Information Report. It is important that they participate effectively in decisions about support available to them in their local area.

Effective participation should lead to a better fit between families' needs and the services provided, higher satisfaction with services, reduced costs (as long-term benefits emerge) and better value for money. The Trust will work with children, young people and parents to establish the aims of their participation, mark progress and build trust.

They will make use of existing organisations and forums which represent the views of parents – and those which represent the views of children and young people directly.

There are clearly described roles for children, young people and parents.

There are strong feedback mechanisms to ensure that children, young people and parents understand the impact their participation is making.

### **How Loxford School Trust adapts the curriculum and learning environment for children with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable children with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the children with SEND in their class and know a range of strategies that can be utilised to support children. They are able to draw on the expertise of the SENDCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children.

### **How will the curriculum be matched to my child/young person's needs?**

- The Trust is a high achieving Trust and offers broad and balanced curriculum
- Teachers will have an individualised profile of your child and will differentiate the curriculum to meet
- His /her needs.

- There is a clear expectation that all teachers have the highest expectations for all Students, including those with SEN.

There are many ways that teachers will differentiate the curriculum such as:

- Breaking down information into small steps and writing this on the board
- Breaking down tasks and putting this in an easy format on the student's whiteboard
- Ensuring 'think time' to allow the student to have time to decide how to answer
- Writing frames and grids to help a student start their writing and have a clear structure
- Vocabulary – banks of vocabulary and opportunities to make sense of the words
- Visual materials – to help make sense of the discussion
- Concrete resources, especially in maths – to help the student touch and work with the idea being studied
- Sand timers or visual timers – to help a student manage and understand time
- Shorter tasks with clear outcomes expected
- Sometimes Learning Support Assistants and other adults will work alongside the teacher to support your child to access different aspects on the curriculum
- Within the physical and funding constraints of the school specialist equipment can be offered (E.g. angled writing pads, coloured overlays etc.)
- The level of LSA support and intervention is dependent on the level of need
- Classroom teachers are responsible for the differentiation and delivery of their lessons
- All staff receive on-going high quality CPD on SEND and support and guidance is given on how to adapt their teaching and lessons.

### **Additional support for learning available to children with SEND**

The SENDCO ensures that the school provides a range of intervention programmes to address the needs of groups of children and individual children within the school.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENDCO. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our children with language and communication needs effectively.

Some children are supported in class for part of the school day by a LSA, either individually or in a small group. These children continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the children with whom they work and support is only assigned when it is needed.

In order to better access external assessments a small number of children with Special Educational Needs also receive access arrangements in their exams for example additional time.

### **Support for children with social, emotional and mental health difficulties**

Some children's special educational needs relate to social, emotional or mental health difficulties. Whilst some children display their difficulties through challenging or disruptive behaviour, other children may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. We address the needs of these

children by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We have an allocation of 2 days per week from New Rush Hall Outreach Service.

### **What support will there be for my child/young person's overall wellbeing?**

#### **How will my child/young person's personal or medical needs be met?**

- All students have a tutor, an Achievement Team Leader and a Year Care Team Leader who work closely with the SENDCO to ensure the well-being of your child is met.
- Information is shared, with your agreement, with teachers to ensure your child is able to work successfully in school
- Your son/daughter's medical needs are recorded and shared with all teachers as required and in some cases a health care plan is put in place
- We have specific staff who have undertaken higher level first aid training
- We have two qualified Higher Level Teaching Assistant who is trained in Mental Health and well -Being
- Students with specific social, emotional and learning needs can be referred to the learning mentor on site via the Early Warning Meetings
- Students with specific physical and medical needs can be referred to the school nurse with parental consent
- Students with attendance issues will be referred to the (EWO) Educational Welfare Officer
- The school works with the community police officer to help with safety to and from school
- Clear anti-bullying policy and safeguarding procedures in place and positive mental health promoted through the PSCHÉ programme

#### **Specialist provision, equipment and facilities**

The school also has a nurture group for a maximum of 16 children receiving SEND Support. These children are expected to join mainstream classes by the end of year 7.

The school also provides the following specialised provision:

- SEND/EAL Phonics and comprehension groups
- Literacy and Numeracy Centres
- Exam Access Arrangements for students
- Specialised Speech and Language
- Reading Recovery/Lexia
- Social Skills Group
- Behaviour Restorative Sessions
- Handwriting
- Managing emotions
- Code X
- ELSA Counselling

The school is able to meet the needs of the majority of children with SEND Support. The secondary school is housed in 'state of the art' premises which opened in 2010. As such, all areas are fully accessible for disabled children with the assistance of lifts to move between floors. There are also disabled toilets on each floor. Every corridor is clearly marked for all children.

In the primary, children with physical disabilities are able to access the first and second floors through use of the lift. There are also disabled toilets on each floor. We also have shower facilities which are available on the ground floor. We have small group rooms which are used to run a range of interventions.

If a child needs specialist equipment due to physical or medical needs, the SENDCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use provided it is considered a reasonable adjustment in line with the Equality Act 2010. E.g. physiotherapy, occupational therapy, Newbridge Outreach, SERC.

### **How Loxford School Trust evaluates the effectiveness of its provision for children with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

### **How Loxford School Trust assesses and reviews the progress of children with SEND**

We have robust tracking systems for monitoring the progress of all our children, including those with SEND. Early Warning Meetings are held by half-termly, attended by the ATL, SENDCO and external specialists to identify children making less than expected progress and planning actions to address this lack of progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of children with SEND in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's Student Support Summary. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

### **The SEND Register and Record Keeping Arrangements**

The SENDCO maintains a central electronic register that details all children who have been identified as having SEND. This register is updated on an on-going basis and also details any external agencies the child is working with or has worked with in the past.

In the primary every class teacher has a Special Educational Needs Folder. These folders have specific sections for each child in that class who has SEND Support or an EHC Plan. These are working documents and changes can also be made as appropriate. Additionally, informal notes are kept on each child, along with any copies of samples of work the teacher or additional adults feel are significant with regard to monitoring the child's progress. All of these documents are used during reviews.

In the SENDCO's office, each child at SEND Support or with an EHC Plan has their own file. These documents provide a historical record of the child's progression while at our Trust. These folders are passed onto transfer school at the school's request.

### **How will my child/young person be included in activities outside the classroom including school trips?**

- All students are supported to be able to attend any trips and activities.
- The majority of students will be able to access trips and activities following a risk assessment
- Parents of students with specific needs will be consulted prior to any school trip or visit taking place
- The school has an accessibility plan to ensure that any changing need of any student is assessed and then a plan is put in place.
- The plan and the impact of the alteration is reviewed with parents, staff and the student.
- Accessibility includes a wide variety of areas including:
  - Assessment, planning and provision for short and longer term injuries
  - Assessment, planning and provision of ICT equipment
- The students who need support when going on a school trip will be accompanied by a member of staff
- Access to the lunchtime clubs and after school extra-curricular activities
- Assessment, planning and provision of equipment that may be required within the school Budget

### **Admissions**

Children with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

#### **Governing Board**

- to ensure that the necessary provision is made for any child who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that children's' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- to ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Board to have special responsibility for SEND within the school who will meet on regularly with the SENDCO and conduct visits to the school on a planned programme

#### **The Headteacher**

- to manage all aspects of the school's work, including provision for children with SEND
- to keep the governing body fully informed
- to work closely with the school's SENDCO
- to seek out and share best practice with the LA and other schools

## The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinators are:

Loxford Secondary School	Mrs. A. Mulla KS3 & Mrs S Appiah-Carr
Loxford Primary School	Mrs Nicola Lennon
Aldborough	Miss A. Butler
Abbs Cross	Mrs. A Draper
Gaynes School	Mrs. S. Trezise
Tabor Academy	Mrs. T.Hayes & Miss B Baker
The Warren	Mrs. L. O'Leary & Mrs S Begum
Cecil Jones	Ms. E. Haken

They are in school full time. Their key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of children with SEND
- to work in partnership with parents/carers of children with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by children with SEND
- to liaise with the relevant Designated Teacher where a looked after child has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet children's' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that children make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of children with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of children with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual children with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND
- to oversee student support summaries
- to organise and review LSA timetables
- to check LSAs Logs to conduct LSA lesson observations

## **Teachers**

- to provide Quality First Teaching for all the students in their class
- to provide for the individual needs of all their students, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their students, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENDCO to monitor the effectiveness of interventions and the progress made by children with SEND

## **Learning Support Assistants**

- to support children with their learning under the direction of the class teacher and/or the SENDCO, implementing strategies recommended by the teacher, SENDCO or professionals from external agencies
- to develop the independence of the children with whom they work
- to provide feedback to the teacher and/or the SENDCO on the progress of the children with whom they work to inform planning and review

## **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

Academy staff will have received a range of training at three levels; awareness, enhanced and specialist. Awareness training will be provided to all staff on:

- How to support students with speech, language and communication needs
- How to support students on the autistic spectrum
- How to support students with SpLD, including those with dyslexia or dyspraxia needs
- How to support students with social, emotional and mental health needs
- How to support students with sensory and physical disability needs

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common and specific barriers to learning. All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice, and to discuss the needs of individual students. Enhanced training is provided where students present with more specific areas of need and difficulties. Training and support are available from specialist teachers or therapists.

Specialist training is provided in the following ways:

We have a Speech and Language Therapist and Educational Psychologist who contribute to the graduated approach of the assess, plan, do and review cycle. The SENDCO regularly attends the Local Authority SENDCO Forums in order to keep up to date with local and national strategies in SEND. The SENDCO also attends the Loxford Trust cluster group meetings to share good practice.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns, their first port of call should be the class teacher.

Parents of any child identified with SEND may contact the Special Education Needs & Disability Information Advice and Support Service (SENDIASS) for independent support and advice.

### **Child participation**

Children and young people with special educational needs or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our students with SEND to express their views.

### **Storing and managing information**

See Loxford School Trust's Data Protection Policy.

### **Links with other mainstream schools and special schools**

Advanced planning for children in Year 5 is essential to allow a smooth transition to secondary school. The SENDCO will liaise with the SENDCO of the Secondary School to ensure that effective arrangements are in place to support children at the time of transfer.

When children move to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Child Information) Regulations 2000.

### **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENDCO works closely with the Educational Psychologist assigned to the school and meets with him/her at the beginning of each term to plan his/her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Educational Psychology Service
- SLCN outreach service
- Occupational therapy service
- Visual Impairment outreach service
- Hearing Impairment outreach service
- EWMHS (Emotional Wellbeing Mental Health Services)
- School Nurse
- PLT Southend Academies outreach
- Autistic Spectrum Disorders outreach service (SHIP)

### **Exam Access Arrangements (EAA)**

EAA's are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability. These arrangements are designed to enable all equal opportunity to access examinations and assessments. EAA's should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled. JCQ guidance indicates that EAA's should be initiated by the school not a body external to the school.

The Exam Access Arrangements that are available:

- Supervised rest breaks (to be considered before extra time)
- Separate room
- Read aloud
- Extra time
- Computer reader/reader
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries
- Modified papers

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements. All of the above EAA have to be a student's normal way of working with evidence provided. Staff roles in determining and managing EAA

### **Examinations Officer:**

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To manage any 'on the day' questions and queries regarding EAA provision.
- To put in place (in conjunction with the SEN department) any 'on day provisions' – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.
- To make arrangements for students who require special consideration due to individual circumstances.

- Apply online applications via E-AQA

**SENCO:**

- To ensure there is a 'whole centre' approach to access arrangements it is therefore the responsibility of the head of centre, members of the senior leadership team and the SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within the centre.
- Teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate access arrangements.
- Consider and sign centre delegated arrangements.
- To work with students at KS3/KS4 to do BASELINE assessments, give strategies and build a picture of need and provision.
- To liaise with the EP to administer recognised psychometric testing after gathering evidence from teachers.
- Complete form 8s and consult with the Examination Officer regarding decision making process about EAA.
- To ensure the agreed EAA provision is recorded and teachers are informed of JCQ approvals.
- To communicate with parents/carers regarding decisions made about EAA for an individual

**The SEN Department:**

- To timetable support staff in order to support subject based assessments and therefore provide readers/scribes.
- To liaise with exams officer, CTLs and teaching staff
- To update support staff on EAA regulation prior to GCSE/ AS/ A2 exams and produce exam pack of guidance.
- To hold student briefings concerning use of access arrangements.
- To ensure that external invigilators, readers and scribes are fully competent with JCQ requirements.

**Teaching Staff:**

- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom.
- Provide evidence of this for the SENCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to
- The proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- Tutors to ensure EAA are recorded in student diaries.
- To ensure that the correct EAA are in place for controlled assessments.
- To liaise with the SEN department to ensure EAA can be provided for subject based assessments throughout the academic year.

**Deadlines for making EAA applications**

The deadline to raise concerns about a student is Summer Term at the end of Year 10. This allows the SENCO and the Examinations Officer time to plan the Year 11 November mock examinations which are the last opportunity to trial any EAA in a formal examination setting. JCQ set a deadline for applications in their annual published update to schools. The deadline for Sixth form EAA requests is September of Year 12, as long as a body of evidence has been collected by teachers, any additional concerns that arise throughout a student's time in Sixth Form, will be assessed accordingly.

## Exam Access Process 2020/2021

Requirement	How	Responsibility	Paperwork	Timeline
Identification of students by:	Teachers Assessments/Observations	All	Ongoing for exceptional applications only	Year 11 – provisional list by October 2020 Finalised Y11 list after the December Internal Assessments – 8 <sup>th</sup> January 2021 Yr 10 – 12 <sup>th</sup> February 2021
	Support Staff Observation	Support Team		
	Provision Map Assessment Tracking Data	SENDCo CTL/ATL		
	Year 11 December Internal Data	CTL/ATL		
Assessor Permission	Signed by Parent(s)/Carer(s)	CTL/ATL/SENDCo	Ongoing for exceptional applications only	Yr 11 – by 18 <sup>th</sup> January 2021 Yr 10 – by 1st March 2021
Evidence of need before Assessment	CATs	AHT - RLA	Ongoing for exceptional applications only	Yr 11 – by 29 <sup>th</sup> January 2021 Yr 10 - by 15 <sup>th</sup> March 2021  Exceptional applications could be made for Year11 due to a change in circumstances
	New Group Reading Assessment	SENDCo		
	Dyslexic Screener	SENDCo		
	Annotated timetable of support	SENDCo		
	Sample of classwork – dated and times	CTL/ATL		
	Teacher/Support statements	All teaching and support staff		
Year 11 Internal Assessment papers	CTL/ATL			
Assessor Seen				Yr 11 – by 8 <sup>th</sup> February 2021 Yr 10 - by March 15 <sup>th</sup> 2021 Ongoing depending on Yr 10,11
	Paperwork completed /Signed by Assessor	SENDCo		
	Data protection notice signed by student	SENDCo		
Completion of Form 8	With completed evidence pack	SENDCo		Apply by: Yr 11 evidence pack ready by 15th February.
	Applying for AAO (Access arrangements online) and printed	Exams Officer/SENDCo	JCQ deadline 31 <sup>st</sup> March 2021	
Exam Access Folder	AAO application printed	Exams officer/ SENDCo	Within 2 weeks of approval	Yr 11 Application for AAO by 26th February for July 2021 Exams  10th May 2021 for Yr 10 2022 Exams
	Form 8/AAO application scanned on Departmental Shared Area	Exams officer/ SENDCo		
	Student Access Arrangement evidence filed & ready for inspection	SENDCo		
To be finalised at the EARLY WARNING MEETINGS				

**Further Information**

Further information can be found at the Joint Council for Qualifications (JCQ) website:

<http://www.jcq.org.uk/>

## **Complaints procedures**

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

## **Loxford School Trust's SEND Information Report**

Further information on Loxford School Trusts arrangements for supporting children with SEND can be found on the school's SEND Information Report which can be accessed on the school website or via <https://www.southend.gov.uk/children-disabilities/local-offer-send>. The School SEND Information Report forms part of the local authority's SEND Information Report, which is also available on this site and provides information for parents/carers on SEND services available within the relevant borough and neighbouring boroughs.

## **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Equality Act 2010

Education Act 2011

Information on Statutory Requirement to Support Children and Young People with Special Educational Needs (Children and Families Act, 2014):

<http://www.legislation.gov.uk/ukpga/2014/6/part3/enacted>

The National Attention Deficit Disorder Information and Support Service:

<http://www.addiss.co.uk/>

The National Autistic Society:

<http://www.autism.org.uk/>

The British Dyslexia Association:  
<http://www.bdadyslexia.org.uk/>

The Information, Advice and Support Services Network:  
<http://www.iassnetwork.org.uk/>

### **Related school policies**

Equality Policy  
Accessibility Plan Health  
and Safety Policy  
Medicines in School Policy