BRIGSHAW
LEARNING PARTNERSHIP

Special Educational Needs and Disability (SEND) Policy

Kippax Ash Tree Primary School

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.

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Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**

Document Controls

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1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood [Secondary only]
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
    - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
    - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
    - Make sure the SEND policy is understood and implemented consistently by all staff

2. Brigshaw Learning Partnership Vision and Values

Our mission is to **provide a cradle to career education that allows our children to achieve, thrive and make a difference**. This means that we aim for coherence in our curriculum and in our relationships with families, and life changing personal and academic outcomes**.**

Our schools chose to join in a stronger partnership, which would provide an equal measure of both challenge and support, and ensure schools continue to improve whilst remaining committed to our core values:

Equality: We are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.

Resilience: We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.

Integrity: We are open about our successes and areas for growth and take responsibility to become better, every day.

At The Brigshaw Learning Partnership we value all of our pupils and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all pupils, ensuring access to an appropriate curriculum.

At Kippax Ash Tree Primary, we endeavour to be a fully inclusive school, raise the aspirations and expectations for all pupils including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. We ensure that:

- We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied in order to remove barriers to learning
- At our school we will provide all pupils with access to a high-quality education with a broad and balanced curriculum
- All pupils with SEND are identified and assessed as early and thoroughly as possible and to fully involve pupils, parents/carers and staff in the identification, assessment and delivery of provision and education and continued good physical and mental health and wellbeing
- All staff have appropriate training to teach pupils with SEND and have a range of strategies and resources to meet the needs of pupils.

SEND is seen as a whole school priority, hence the responsibility of everyone. Every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out Governors'/Trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy complies with our funding agreement and articles of association. The Headteacher, Senior Management Team and executive team will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

In this policy a pupil is considered to have SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. A pupil may have difficulty accessing the curriculum if they have:

- Significant difficulties in learning, compared with the majority of children of the same age, or
- A disability that prevents or hinders him/her from making use of the educational facilities generally provided for children of the same age in mainstream schools

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.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6. The Four Areas of Need

As a school we identify the needs of pupils by considering the holistic needs of the child, not just the special educational needs.

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

These are:

- **Communication and Interaction** – Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

  Pupils who are on the autism spectrum often have needs that fall in this category

- **Cognition and Learning** – Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health** –These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:
    - Mental health difficulties such as anxiety, depression or an eating disorder
    - Suffered adverse childhood experience
    - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder are also categorised as this in relation to support

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

- **Sensory and/or Physical Needs -** Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment or a physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

7. Roles and responsibilities

The Headteacher, Senior leader with responsibility for Inclusion, SENDCO, Local School Committee and Trust board are responsible for the monitoring and reviewing of provision for SEND in school. They also provide professional guidance in the area of SEND to secure high-quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

i) Local School Committee

The SEND LSC member is responsible for liaison between the SENDCO and the LSC. In turn, the LSC will use its best endeavours to ensure that the necessary provision is made for any student who has SEND. The SEND LSC link is Lucy Thow: thowl01@brigshawtrust.com

ii) The Headteacher

The Headteacher has responsibility for ensuring that this policy is implemented and for reporting to Governors on the work of the SEND Department.

iii) The Special Educational Needs Co-coordinator (SENDCO). At our school the SENDCO is Darryl Roycroft: roycrod01@brigshawtrust.com

The SENDCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for students with special educational needs
- Liaising with, and advising teachers on, specific Quality First Teaching strategies
- Managing the SEND team of Learning support staff
- Liaising with parents/carers of students with special educational needs
- Liaising with external agencies such as Educational Psychologist, Occupational Therapist, Speech and Language Therapist (SALT)

The SENDCO meets regularly with SENDCO's in other schools, including other BLP schools, to ensure continuity of provision for students and to share good practice.

i) The School Staff

All teachers are teachers of children with SEND and must adapt the curriculum to meet their needs. They continually monitor individual students' progress to ensure full access to the whole curriculum. All staff are aware of the procedures for identifying, assessing and making provision for students with SEND.

8. Our Approach to SEND Support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need or disability. At this stage they should consider all information gathered about the student including: observations, work samples, examples of progress, all relevant data on the student alongside national data and expectations of progress. Where necessary the SENDCO will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This will be implemented in line with Inclusive Mainstream Practice Guidance i.e. the provision the local authority expects to be made available for students with SEND in mainstream schools.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND

- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The school will maintain clear, dated records of assessment, intervention and progress data for every pupil on the graduated approach, to evidence the rationale for support decisions including any request for an EHC needs assessment.

Reasonable adjustments under the Equality Act 2010 will be considered and documented before any decision to suspend or exclude a pupil with SEND, in line with the Behaviour and Exclusions policies.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. *Plan*

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a SEND Learning Plan. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home

3. *Do*

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They 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 teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. *Review*

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K for 'SEND Support'.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialised provision.

As young people prepare for adulthood, EHCP outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will contact parents/carers and other professionals. Specific outcomes for the child will be set.

On the census these pupils will be marked with the code E.

SEND Register

The SEND Register is a fluid document that is constantly updated to reflect a child's current needs and support required. The numbers of students on the register and the information contained will be subject to change.

Students with complex special educational needs (including those with EHC plans) will have a SEND Learning Plan in addition to being on the SEND register. This provides information about the student's needs, any challenges they face in school and strategies to support the pupil.

Arrangements for coordinating Special Educational Needs provision

The SENDCO holds files and documents for all students with Special Educational Needs. This information contains reports that in most instances will be simplified and disseminated appropriately to parents and carers, staff and other professionals where appropriate.

In most cases staff will be informed of a student's particular Special Educational Needs via email providing information and details along with strategies to support the needs of that student. All information from SENSAP is passed to the SENDCO through synergy gateway, this is Leeds councils' secure document system.

All staff can also access the following information:

- Student SEND Learning Plan/Pupil Profiles
- Special Educational Needs Policy
- Details of Education, Health and Care Plans
- Practical advice, teaching strategies, and information about types of Special Educational Needs and disabilities
- Information held on the academy's Arbor system to record and monitor information about individual students

Teaching and Learning

We aim to provide support for all students who need it, whilst promoting independence. Those who have an EHCP require a wide range of support, owing to their complex needs, but we are also able to provide various forms of support for other students on the SEND register. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

We aim to teach in a way that will support children with tendencies towards dyslexia, ASC, ADHD etc. This is good practice to support all children but is vital for those who particularly need it. The needs of the vast majority of pupils will normally be met through Quality First Teaching and where needed adapted curriculum planning, varied teaching styles, visual, tactile and concrete resources. Additional teaching support, including Teaching Assistants, may be deployed to support this process.

The school has a range of interventions available which are listed on the whole school provision map. When considering an intervention, we look first at the child's profile of learning and specific assessment results in order to select the intervention which is best matched to the child; this includes support for pupils with social, emotional and mental health needs.

9. Examination Access Arrangements

Some of our students may have difficulty accessing assessments or public examinations. For instance, they may require support to read text or to produce written responses within the time limits of the examination. The student will be assessed in school according to the requirements for access arrangements set by relevant exam boards. Access arrangements may include: additional time, rest breaks, a reader or scribe

For these students, reasonable adjustments are made within the classroom to support their access to the curriculum and to assessments. This may involve having a reader, a scribe, or giving them extra time to complete tasks. Such adjustments should be part and parcel of the students' normal ways of working.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Learning Walks to monitor the quality of provision for SEND pupils in lessons, including the roles of TAs in lessons
- Work scrutiny to ensure that high expectations are in place for all pupils
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil, their parents and staff to highlight areas of success and development

10. Attendance

Pupils with SEND may face barriers to attendance, which at times can be complex. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, SEND pupils may need additional consideration and support because of barriers associated with their needs.

Our approach to supporting pupils who are absent from school is set out in our attendance policy.

11. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Expertise and Training of Staff

Staff are trained to work with pupils with SEND, they have access to advice, information, resources and training to enable them to teach children effectively. Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links With External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services – SENSAP, Inclusion Advisory Team (IAT), Deaf and Hearing Impaired Team, Visually Impaired Team
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Cluster - family and therapeutic support
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and Accessibility Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy https://www.brigshaw.com/expore/admissions. This includes children with any level of SEND; and those with an Education Health Care Plan (EHCP). We are an Academy and our school's admission authority is the Brigshaw Learning Partnership (BLP). The BLP are responsible for determining the school's admissions arrangements including this policy and deciding who can be offered a place in accordance with the policy.

Transition Arrangements

All SEND paperwork should be passed to the SENDCO as soon as possible. If a child is making a transition from another school, a meeting will be arranged where possible to ensure a smooth and effective transition; this may include additional visits. Alternatively contact will be made via telephone to make sure there is a good understanding of the type of provision required.

Wherever possible the school will ensure that necessary arrangements with regards to provision, intervention and support are made prior to the child starting at Kippax Ash Tree Primary School. These will be closely monitored to ensure that all the appropriate provisions are in place.

Transition reviews for Year 6 pupils are held, where possible, in the Spring term of Year 6. The secondary SENDCO/ Assistant SENDCO's are invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet individual needs.

14. Accessibility Arrangements

We support children with SEND to access their learning and school life in an inclusive mainstream environment, alongside their peers, whilst also being able to access additional resources and expertise to support their specific needs. We also meet the needs of many pupils with varying medical needs.

We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

Our schools Accessibility plan can be found here, this highlights how we will:

- Increase the extent to which all pupils, including those with SEND (Special Educational Needs and Disabilities), can participate in the curriculum. This covers teaching & learning and the wider curriculum of the school e.g., participation in after school clubs, activities and visits; it also covers the provision of specialist aids and equipment which may assist students with disability in accessing the curriculum
- Improve the physical environment of the school to enable all pupils, including those with SEND, to take better advantage of education, benefits, facilities and services provided by the school
- Improve the availability of accessible information to all pupils, including those with SEND

15. Complaints About SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO (please note the SENDCO may refer this to the Class Teacher if appropriate). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy**.** If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: Leeds City Council Resolving disagreements

If further support is required advice can be given by contacting SENDIASS.

16. Monitoring and Evaluation Arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

The SEND Link Governor reports back to the Local School Committee and the Trust Board receives reports at each meeting.

We will evaluate how effective our SEND provision is with regards to:

- Staff awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from stakeholders

17. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school: https://www.kippaxashtree.leeds.sch.uk/statutory-pages/send

The information report will be updated annually and as soon as possible after any changes to the information it contains.

18. Links With Other Policies and Documents

This SEND Policy is linked to the following policies and documents:

- SEND information report
- The local offer
- Accessibility plan
- Public Sector Equality Duty: Equality information and objectives statement for publication
- Supporting pupils with medical needs policy
- Supporting Pupils with Medical Needs Who Cannot Attend School Policy
- First Aid
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Risk Assessment Policy
- Health and Safety Policy
- Complaint's policy

https://www.kippaxashtree.leeds.sch.uk/statutory-pages/policies-and-information