



NINESTILES
ACADEMY TRUST

Ninestiles Academy Trust

Special Educational Needs and Disability Policy (SEND)

Approved by:	Board of Trustees	Date: May 2018
Last reviewed on:	July 2018	
Next review due by:	June 2019	
Staff Responsible	Principals, Trust SENDCO, SENDCOs	

Contents

1. Introduction	2
2. Principles	2
3. Definition.....	2
4. Vision.....	3
5. Equal Opportunities	3
6. Roles and Responsibilities	4
7. Procedures	7
8. Transition	8
9. Complaints Procedure	9
10. Monitoring & Evaluation	9

.....

1. Introduction

Ninestiles Academy Trust has a responsibility to make its schools welcoming and supportive to those students with Special Educational Needs and Disabilities (SEND) who currently attend its schools and those that may attend in the future.

This policy is based on statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and SEN information report

2. PRINCIPLES

The principles of this policy and guidelines involve:

- a focus on improving outcomes
- the importance of equality of opportunity
- early identification and intervention
- working in partnership with pupils/parents/carers
- working as part of a team around the family
- supporting inclusive practice
- endorsing the 'support and aspiration' model of the SEN Code of Practice

3. DEFINITION

A pupil or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others 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' needs and requirements may fall into at least one of four areas, though many pupils will have inter-related needs;

Communication and Interaction Difficulties

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils with an Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning Difficulties

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties' which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Difficulties

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access school life.

Some pupils with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on the SEN/D Register. Pupils whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN. Parents/carers will be consulted with at each stage of the graduated approach.

4. VISION

Policy and practice reflects the philosophy and fundamental principles within the SEN Code of Practice (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

Ninestiles Academy Trust aims to provide high quality teaching and learning which enables all pupils to gain access to a broad, balanced and appropriately differentiated curriculum.

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

Teachers should;

- Set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate baseline assessments to set targets which are deliberately ambitious.
- Plan lessons that consider a wide range of pupils who have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- Be aware of the ability of pupils for whom English is an additional language. Teachers should plan activities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects should, additional needs / disabilities also be prevalent.

Each school has a SEND Information Report on their website outlining the individual arrangements and provision available to its pupils which clearly signposts parents/carers/ and young people to Birmingham's Local offer www.birmingham.gov.uk/localoffer or Solihull's Local offer www.socialsolihull.org.uk

5. EQUAL OPPORTUNITIES

Ninestiles Academy Trust believes that all members of the school should be treated with respect; have their individual diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims, we will:

- Identify an additional need as early as possible and provide effective support
- Adopt a Trust approach to the identification, assessment and provision for pupils with special educational needs and disability
- Review our special needs provision as an ongoing, developing process
- Provide appropriate levels of in-class support to enable all pupils to receive appropriate access to the curriculum
- Incorporate special educational needs procedures, including pupil profiles, into curriculum planning
- Develop an effective partnership between school, parents/carers and outside agencies
- Encourage pupils and parents/carers to participate in decision-making regarding our range of interventions and provisions
- Ensure that assessment and record-keeping systems provide adequate means of recording progress and achievement and gives sufficient information for carefully planned progression at every stage of the graduated approach
- Involve the Local Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with pupils with special educational needs and disabilities work as a team around the child / family using person centred tools and approaches to appropriately deploy and review support
- Track and monitor provision and procedures which have been put into place to ensure pupils with SEN/D make at least expected progress as they move through the school and prepare for each transition.

6. ROLES AND RESPONSIBILITIES

The Local Governing Body

The Local Governing Body, in consultation with the CEO, School Improvement Directors, Principals, Trust SENDCO and school based SENDCOs' will determine; the Ninestiles Academy Trust policy and approach to provision for pupils with special educational needs and disabilities, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work.

The Governor for SEND will:

- Help to raise awareness of SEN issues at LGB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Principal

The Principal is responsible for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs and disabilities. The Principal and Trust SENDCO keeps the Local Governing Body informed of all developments with regard to SEND. The school based SENDCO informs parents/carers of the fact that SEND provision has been made for their child.

Admissions

In every instance, when a parent/carer seeks a place for their child at a Ninestiles Academy Trust school, the Principal will direct a member of staff to seek information about the pupil and complete an admission form.

When a pupil is transferring from another school, Ninestiles Academy Trust requests a copy of school records including National Curriculum Assessments; Pupil Protection file (where appropriate), and details of any SEND including pupil profiles, literacy, language and maths continuums or the most recent individual education, health and care documentation. For pupils with an EHC plan SENAR will consult with the school to ensure needs can be appropriately met as part of the admissions process. Parental / Carer preference will also be integral to all decisions made.

SENDCO – Special Educational Needs and Disabilities Co-ordinator

The SENDCO is required to;

- Work with the Principal, Trust SENDCO and Governor for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing high quality SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal, Trust SENDCO and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

As part of the identification process the SENDCO may collate any of the following information which helps build up the profile of the pupil:

- health details, e.g. general health, vision, hearing, emotional factors
- attendance data
- home language information
- assessment information
- a record of consultations with pupils, parents/carers and support services (where applicable)
- adjustments made to improve performance
- classroom observations to help identify strengths and areas of difficulty
- pupil's independent work, teaching and learning style
- reading/writing/spelling skills – persistence and severity of problems
- phonological awareness – phoneme-grapheme correspondence, sound blending
- monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests, teacher assessments, banded literacy and numeracy progress trackers
- Pupil profile targets/reviews
- information relating to interventions and strategies that have been used with outcomes and evidence of progress
- involvement of the pupil in monitoring their own progress
- pupil views on what's working/not working
- observations and views from outside agencies

Following the gathering of this information a holistic profile can then be built of the pupil, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision

Teachers

Each class teacher is responsible for:

- Ensuring provision starts with high quality teaching and in class differentiation
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Working with the SENDCO to decide the action required to assist the pupil to make at least expected progress
- Implementing recommendations made by external support services / professional
- Working with the SENDCO to collect all available information on the pupil as part of the graduated approach

- Facilitating effective and informed classroom partnerships with teaching assistants
- Developing and reviewing pupil profiles for pupils and keep parents informed of progress
- Working with pupils to deliver the individual programme set out in their pupil profile
- Developing effective relationships with parents/carers
- Encouraging pupils to participate in decision-making
- Being involved in the development and review of the school's SEND policy
- Carrying out regular and accurate assessments to track pupil progress and identify the next steps to learning
- Working with the SENDCO to identify their own training needs around SEND Teaching Assistants

Teaching Assistants are responsible for;

- Working collaboratively and under the direction of teachers/SENDCO
- Providing class / subject teachers with student specific information
- Developing positive working relationships with pupils, teachers, parents and professionals
- Assisting with the identification and effective provision of appropriate resources
- Using assessment data to inform appropriate levels of support and challenge
- Assisting with the recording, monitoring and evaluation of pupils' progress
- Promoting pupil independence and facilitating peer collaboration
- Providing pupils with quality live / written feedback to move learning on
- Attending meetings and undertaking appropriate INSET
- Working alongside the SENDCO and teaching staff in the preparation of pupil profiles.

Pupil Participation

Ninestiles Academy Trust actively encourages the involvement of pupils in their education. With reference to pupils who are identified as requiring additional SEND support we utilise Person Centred Approaches to:

- Involve the pupil in decision making regarding the methods by which their individual needs will be met
- Involve the pupil in setting and reviewing their own aspirational targets
- Invite the pupil to attend all or part of their review meetings
- Discuss the purpose of assessment arrangements and the implications of the pupil profile with the pupil
- Encourage the pupil to comment on his or her support and provision
- Involve the pupil in the implementation of the pupil profile
- Develop the pupil's self-confidence and self-esteem
- Foster a culture of curiosity, independence and peer collaboration.

Parent/Carer Partnerships

Ninestiles Academy Trust actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and disabilities. With reference to pupil's identified as requiring SEND support we:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings, parent consultation meetings and parent's evenings
- Discuss the purpose of assessment arrangements and the implications of the pupil profile with the parent/carers, providing them with a copy
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their pupil profile
- Encourage the parent/carers to comment in writing on their child's SEND provision
- Encourage parents/carers to view information regarding SEND on the school's website and local authority SEND offer

- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs.

Ninestiles Academy Trust operates an 'open door' policy which means parents/carers can approach the school whenever they have a concern and time will be made for them; the school will schedule meetings and consultations for parents/carers to meet and discuss their child's progress and opportunities for parents/carers to come and work or observe their child in the school. The school holds details of local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their children best and have a great deal to contribute.

7. PROCEDURES

The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting pupil's special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

Early identification/monitoring progress /adjusting teaching

Ninestiles Academy Trust strives to create a positive environment with interactive teaching where all pupils can participate and achieve. When a pupil's progress is first identified as a cause for concern then it is the responsibility of the class / subject teacher to adjust their teaching and consider the following:

- 'Wave 1' high quality teaching - adapting teaching in the classroom to address needs /varying teaching styles / use of access strategies
- involving the SENDCO
- keeping up to date regarding knowledge and understanding of cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs
- involving parents/carers
- checking whether there has been recent hearing and vision checks (to discount any unidentified problems)
- gathering pupil views
- liaising with colleagues

Assessing Needs using the Graduated Response - SEND Support

If progress is still not satisfactory and after discussion with parents/carers and the young person then the pupil may be formally identified as requiring SEND support. At this point more a detailed assessment of the pupil's skills is often necessary in order to inform future planning/target setting and targeted interventions.

Greater involvement of the SENDCO is required to direct the increased level of provision. A pupil profile with individual targets is set which will then be monitored and reviewed termly. Parents /carers will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches.

If the pupil is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENDCO identifies a pupil as requiring SEND support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies (wave 2, targeted support).

The triggers for additional intervention could be the teacher's or others concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour / pastoral management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Assess, Plan, Do and Review

When a pupil has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the pupil is not responding to the provision made by the school then the school may increase the level or change the type of provision being offered.

For a small minority of pupils, it is necessary to provide highly tailored interventions to accelerate their progress and enable them to achieve their potential. Pupils receiving a wave 3 intervention and / or specialist external support on a 1:1 basis are identified as having high focused "SEN support". Pupils may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being sought and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle, this usually takes at least two academic terms to evidence with external agency involvement to support the process

External support services, including those provided by Access 2 Education, will usually see a pupil, in school if it is appropriate and feasible, so that they can advise teachers on pupil profiles, with new targets and accompanying approaches, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist resources or materials, and in some cases provide support for particular activities. Training is also regularly sought in order to upskill staff and quality assure provisions.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own view
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. TRANSITION

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

We will always agree with parents and pupils which information will be shared as part of this.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Complaints Procedure

Ninestiles Academy Trust procedure is outlined in the Trust's Complaints Policy. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENDCO, Principal, Trust SENDCO or SEND Governor who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure.

10. Monitoring, Evaluation and Review of SEND Policy and Guidelines

MONITORING & EVALUATION

This document is subject to an annual review as part of the cycle of whole Trust self-evaluation. All key staff (as appropriate) are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for pupils with special educational needs and disabilities.

Role of Academy Trust SEND Network

Ninestiles Academy Trust has a Trust SENDCO who leads and works closely with all of the school based SENDCOs, senior leadership teams and the Trust Core Team to continually develop, improve and evaluate SEND provision and inclusive practice. Termly meetings are also scheduled enabling SENDCOs from across the Trust to network, share good practice, to peer moderate pupil progress against set criteria and develop a more consistent approach to recording formats, protocols and systems.

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next LGB meeting.