



## SEND Policy

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<b>Monitoring &amp; Review</b>	CEO, Board of Trustees, Trust Director of Inclusion, Education Director	
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<b>Staff responsible</b>	Principals, Trust Director of Inclusion, SENDCOs	

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### 1. Introduction

Summit Learning Trust has a responsibility to make its schools welcoming and supportive to those pupils 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

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

Pupils' needs and requirements may fall into at least one of four areas, though many pupils will have interrelated 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 / scaffolding. 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 multisensory 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 set out 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 further or higher education, training or employment.

Each academy has a SEND Information Report on their website outlining the individual arrangements and provision available to its pupils along with signposting links to; Birmingham's Local SEN offer [www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer) and Solihull's Local offer [www.socialsolihull.org.uk](http://www.socialsolihull.org.uk) along with the contact details for the Special Educational Needs and Disabilities Independent Advisory Service – SENDIAS.

#### **5. EQUAL OPPORTUNITIES**

Summit Learning 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, Education Director, Principals, Director of Inclusion and school based SENDCOs' will determine; the Summit Learning 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 Director of Inclusion keeps the Local Governing Body informed of all developments with regard to SEND. The SENDCO works in partnership with parents/carers, class teachers and outside agencies regarding any emerging / ongoing needs that require support and provision to be implemented through the graduated approach (assess, plan, do, review).

### **Admissions**

In every instance, when a parent/carer seeks a place for their child at a Summit Learning Trust academy, 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 a member of the Inclusion / Admission team may request a copy of a pupil's 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 plan documentation. For pupils with an EHC plan SENAR will consult with the school directly to ensure needs can be appropriately met as part of the admissions process. Parental / Carer preferences 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 Director of Inclusion 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
- Carry out timely reviews of the implementation and effectiveness of support and interventions and their impact on pupil progress / outcomes
- Provide professional guidance and quality assurance 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, providing high quality SEN support
- With parental agreement bring a pupil to the attention of the Local Authority Special Educational Needs Assessment and Review team particularly where they believe an Education Health Care assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents, a young person (16-25 years) or health, social care practitioner
- 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 step providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal, Trust Director of Inclusion 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, complying with GDPR procedures
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND
- Liaise with the Designated Safeguarding Lead to ensure social care and child protection practices are followed in support of pupils with SEND.

As part of the identification process the SENDCO may collate and keep a record of outcomes, action and support agreed using 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 and SENDCO to incorporate appropriate strategies and inform future planning and provision. The school's wider inclusion team (attendance, behaviour, safeguarding and SEND leads) meet regularly to discuss any teacher, parent/carer referrals so that any concerns/observations can be shared and collectively actioned drawing upon the specific knowledge, support and provision in school/college or externally required. Any intervention and support will always be discussed with the child / young person and their parents/carers.

## **Teachers**

Summit Learning Trust aims to provide high quality teaching and learning opportunities which enables all pupils to gain access to a broad, rich, 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 member staff.

### **Teachers should;**

- Set high expectations for every pupil. They should challenge pupils whose attainment is significantly above the expected standard. Teachers have an even greater obligation to plan engaging 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
- Deliver a curriculum that provokes ambition and inspires pupils to enjoy reflective and dynamic learning
- Plan lessons that consider a wide range of pupils who have special educational needs, many of whom also have disabilities. Lessons should be coherently planned to ensure that there are no barriers to every pupil achieving within and across subject areas. In many cases, such planning will mean that these pupils will be able to study the full national curriculum

- Ensure that pupils with SEND actively participate in the activities of the school, alongside pupils who do not have SEND
- Spark curiosity and excitement in pupils about the world, themselves and each other.
- 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.
- Seek to identify pupils making less than expected progress given their age and individual circumstances
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENDCO and Teaching Assistants to decide the action required to assist the pupil to make at least expected progress
- Implement and review recommendations made by external support services / professional
- Work with the SENDCO to collect all available information on the pupil as part of the graduated approach
- Facilitate effective and informed classroom partnerships with teaching assistants
- Develop and review pupil profiles for pupils and keep parents informed of progress
- Work with pupils to deliver the individual programme set out in their pupil profile
- Develop effective relationships with parents/carers
- Encourage pupils to participate in decision-making
- Promote pupil independence and peer collaboration
- Be involved in the development and review of the school's SEND policy
- Carry out accurate assessments to track pupil progress and identify the next steps to move learning on / deepen learning experiences
- Work with the SENDCO to identify their own training needs around SEND

#### **Teaching Assistants should;**

- Work collaboratively with and under the direction of teachers/SENDCO
- Provide class / subject teachers with pupil specific information
- Develop positive working relationships with pupils, teachers, parents and professionals
- Use assessment data / external reports to inform appropriate levels of support and challenge
- Assist with the recording, monitoring and evaluation of pupils' progress
- Promote pupil independence and facilitate peer collaboration
- Provide pupils with quality live / written feedback to move learning on / deepen knowledge
- Facilitate opportunities to develop pupils long term memory skills thereby making connections between the composite parts of the knowledge they are taught within and across subject areas
- Deliver and monitor the impact of high quality evidence based interventions and providing regular feed back to class teachers and the SENDCO
- Assist with the creation and organisation of high quality scaffolding/differentiated material and concrete resources
- Support pupil usage and care of specialist equipment and mobility / sensory aids
- Attend meetings and undertaking appropriate INSET
- Contribute to annual review / support plan meetings and the updating of targets
- Work alongside the SENDCO and teaching staff in the preparation of pupil profiles.

#### **Pupil Participation**

Summit Learning 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
- Prepare the pupil / young person for adulthood by exploring employment, independent living, good health, friends, relationships and community inclusion matters.

## **Parent/Carer Partnerships**

Summit Learning 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:

- Will liaise with parents/carers regarding any emerging needs and gather their views about their child's development
- 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 and encourage them to attend appointments with external services
- 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 parents/carers to view information regarding SEND on the school's website and local authority SEND offer
- Ensure the parent/carers 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.

Summit Learning Trust operates a working in partnership approach which means parents/carers can contact 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 with key staff to discuss their child's progress and the graduated approach. 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**

Summit Learning Trust strives to create a positive, interactive and inspiring environment where all pupils can participate and achieve. When a pupil's rate of 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 for advice, strategies and possible assessment regarding emerging needs



- 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 and gaining their views and support
- Checking whether there has been recent hearing and vision checks (to discount any unidentified problems)
- Gathering pupil views
- Liaising with colleagues to gain a broader and more holistic profile of the pupil / young person

### **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 / all curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not improved by the behaviour / pastoral management techniques usually employed in the school
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment and reasonable adjustments
- Has communication and/or interaction difficulties, and continues to make little or no progress despite accessing a language rich environment and / or small group language / nurture based provision.

### **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 / Solihull's Inclusion Support Service - SISS, 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.

Facilitate additional visits to support phase/end of key stage transitions (i.e. secondary transfer) or in year admissions on an individual or small group basis.

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

### **Adaptations to the curriculum and learning environment**

We regularly review our accessibility action plans to ensure that we are increasing curriculum access for all pupils, improving the physical environment so that all pupils and other users can take better advantage of the education, benefits, facilities and services available and improving the availability of accessible information.

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

- Differentiating our curriculum to ensure all pupils are able to access it i.e. levels of courses, assessment tools, cultural capital opportunities, topics studied, extra-curricular activities
- Differentiating our teaching, i.e. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, questioning, seating plans, concrete resources,
- Adapting our resources, staffing arrangements and class sizes
- Using recommended aids i.e. use of i-pads/ laptops, coloured overlays, visual timetables, larger print, radio aid
- Adapting the environment i.e. shower facilities, change of classrooms, workstations, lockers, lunch club

## **9. Complaints Procedure**

Summit Learning 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 Director of Inclusion 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**

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**

Summit Learning Trust has a Director of Inclusion who leads and works closely with all of the school based SENDCOs, senior leadership teams and both the Executive and Trust Core Team to continually develop, improve and evaluate SEND provision and inclusive practices. Termly Network of Excellence meetings are also scheduled enabling SENDCOs and Inclusion Leads from across the Trust to network, share good practice, to peer moderate pupil progress 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. This includes specific Covid 19 guidance published by the Department for Education, Birmingham City Council and Solihull Council (see separate addendum).