



Special Educational Needs and Disability (SEND) Policy

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Introduction

Prime7 believes that inclusion is fundamental to educational excellence. We are committed to creating schools where every child belongs, participates, achieves and is valued. We hold ambitious expectations for every learner regardless of need, background or starting point.

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At Prime7 we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

We recognise that:

- Each child is an individual with his or her own particular educational needs.
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of a child's SEND might be long or short term and in one or more areas.
- Our partnership with parents / carers is key to ensuring appropriate and effective SEND provision.
- All teachers are teachers of pupils with special educational needs or disability. SEND is therefore a whole academy responsibility that requires a whole academy approach.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. PRIME7 also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) (SEND Code of Practice).

Aims and objectives

Ensure ordinarily available provision, reasonable adjustments and evidence informed adaptive teaching are implemented and evaluated before identifying pupils as requiring SEN Support, whilst ensuring early identification where special educational provision is required.

We will:

- Ensure SEND is a whole Trust responsibility.
- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- Ensure all pupils receive a broad, balanced and ambitious curriculum.
- Build partnerships between home and the academy and ensure pupils and their parents / carers are treated with respect and have their views taken into account.
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively.
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education.
- Regularly assess and monitor pupils' progress to allow relevant support and provision to be provided.
- Provide quality support and advice for all staff working with pupils with SEND.
- Ensure that all pupils with SEND make the best possible progress.
- Ensure that children with SEND are admitted into the academy in accordance with the whole academy admissions policy.

Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of 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/academies.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools/academies. A child with a disability is covered by the SEND definition if they require special educational provision.

Pupils with SEND may need extra help or support because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health

- Sensory and / or Physical Needs

Responsibilities for SEND

Trustees will receive annual assurance regarding outcomes, attendance, suspensions, exclusions, parent voice, pupil voice and staff confidence to evaluate the effectiveness of the Trust SEND Strategy.

The Special Educational Needs Coordinator (SENCO) will:

- Work with the Headteacher and SEND Local School Committee Representative/SEND Trustee to determine the strategic development of the SEND policy and provision in the academy in order to raise the achievements and accelerate the progress of pupils with SEND.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure pupils with SEND receive effective support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively and efficiently.
- Work with the Headteacher and AGC to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND maintained and up to date.
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision.
- Liaise with parents / carers, external agencies regularly to provide information on pupils' needs, provision and outcomes.
- Prepare and review information required by law to be published in relation to special educational needs provision.
- Oversee access arrangements and reasonable adjustments for assessments and statutory tests.
- Ensure SEND records (special category data) are kept, shared and retained in line with data protection law and the Trust's Data Protection Policy.

The SEND Trustee will:

- Have the responsibility for the strategic oversight of SEND across the MAT.

- Oversee the updates to the SEND audit as a self-evaluation tool in liaison with the CEO and the MAT SENCO.
- Liaise with the SEND LSC Representative to ensure that there is a flow of information across the levels of governance.
- Receive at least annual Trust-wide reports on SEND identification, progress, exclusions, suspensions, attendance and destinations. (Inclusion Nutshell)

The SEND Representative will:

- Help to raise awareness of SEND issues at LSC meetings;
- Monitor the SEND provision within the academy and update the LSC on this;
- Assure the LSC that the school website publishes the SEND Information Report.

The Headteacher will:

- Work with the SENCO (and SEND Representative) to determine the strategic development of the SEND policy and provision in the academy;
- Have overall responsibility for the provision and progress of pupils with SEND.
- Ensure the SEN Information Report is published and updated annually, and that the Accessibility Plan is reviewed and published

Every teacher will:

- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND;
- Implement inclusive high-quality teaching in their classroom;
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class;
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.
- Deliver High-Quality Teaching (the first step in the graduated approach), including adaptive teaching, scaffolds, and evidence-informed strategies before SEN provision is increased.

Working in partnership with pupils and parents / carers

The Trust recognises its anticipatory duty under the Equality Act 2010 to make reasonable adjustments and remove barriers to participation.

We will have an early discussion with the pupil and their parents / carers when identifying whether

they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider where possible the parents/carers and pupils' views.
- Everyone understands the agreed outcomes sought for the pupil.
- 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/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

The academy will be transparent with all matters relating to a pupil's SEND provision. Parents/carers are also encouraged to work in partnership with the academy to support their child's learning needs.

The graduated approach

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

Assess: We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g., Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

Do: The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCO, parent/ carer and pupil. This will inform the planning of next steps.

The use of part-time timetables

Part-time timetables are exceptional, time-limited, used only where in the best interests of the pupil, and must never be used as an informal exclusion. Each plan includes clear objectives, review dates (at least every 2–3 weeks), and a safeguarding risk assessment.

A Pastoral Support Programme and/or Early Help Assessment should be the route used to engage with parents/carers and the child. Parents who won't or don't engage appropriately, or in a reasonable period, may not be supporting their child suitably. This may need escalating as a cause for concern or even a safeguarding issue. As an academy we use our Pastoral Support Programme and work in liaison with the Attendance Team at West Northants Council to support the family.

Part-time timetables must only be used in very limited circumstances for pupils not allowed or not able to attend either mainstream or special schools on a full-time basis, for example: Where there are behaviour difficulties, and the school is using a part-time timetable as an intervention to avoid exclusion, part of a pastoral support plan (PSP) or a planned reintegration package. Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period.

A parent/carer must consent to the application of a part-time timetable and be clear that they are taking responsibility for the pupil when s/he is not in school and guarantee they are supervised offsite. The objectives of any part-time timetable should be clearly understood at the outset.

The timetable should be for the least time possible. (Suggested maximum length of a part-time timetable is 6 weeks.) This should be identified as part of a Pastoral Support Programme.

The part-time timetable arrangements must be reviewed in line with the milestones set out in the Pastoral Support Programme to assess progress towards being able to return to school on a full-time basis and to review the effectiveness of any support being provided.

All part-time timetables are recorded, notified to the Local Authority, monitored by the Headteacher and SENCO, and reported to the LGB.

Requests for Education, Health and Care needs assessments

For a very small minority of pupils, the provision provided by the pupil through SEN Support will not be sufficiently effective to enable the pupil to progress satisfactorily. It will then be necessary for the academy, parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an Education, Health and Care (EHC) needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan.

Where a request for an EHC needs assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and the academy will have evidence gathered throughout the graduated approach highlighted above.

Further information about the Education, Health and Care Needs Assessment process can be found via the [Local Offer](#).

Our approach to teaching pupils with SEND

Adaptive teaching includes explicit instruction, scaffolding, modelling, retrieval practice, appropriate assistive technology and evidence-informed approaches. Pupils will be supported to access the full curriculum and wider opportunities.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high-quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it;
- Adapting our resources and staffing;
- Using recommended aids and equipment;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- Providing small group or, on occasions, 1 to 1 intervention to focus on key skills.

Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND.

Expertise and training of staff

We expect our SENCOs to have the relevant experience necessary to carry out the SENCO role. The SENCO attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Evaluating the effectiveness of SEND provision

Evaluation will include attendance, participation, behaviour, suspensions, exclusions, pupil voice, parent voice, preparation for transition and independence outcomes.

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

- Reviewing pupils' individual progress and attainment regularly.
- Reviewing the impact of interventions.
- Using pupil and parent / carer questionnaires to gain feedback.
- Monitoring by the SENCO.
- Holding annual reviews for pupils with Education, Health & Care plans.
- Completing SEND audits at both school and MAT level both internally and externally.

Complaints about SEND provision

We urge parents / carers with any concerns regarding the SEND policy or the provision made for their child to speak to the academy as soon as possible and, in the first instance, to the class teacher or the SENCO. If parents / carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents / carers may wish to engage the Feedback, Concerns and Complaints Policy which can be found [here](#).

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via PRIME7's Complaints Policy.

If parents / carers require further advice / support, they should use the local Information out in the Local Offer which can be found by [clicking here](#).

Monitoring arrangements

This policy is monitored by PRIME7's Trustee Board and will be reviewed regularly.

Links with other policies and documents

Also informed by: Working Together to Improve School Attendance; Behaviour in Schools; Suspension and Permanent Exclusion Guidance; Keeping Children Safe in Education.

This policy links to the following PRIME7 Academy policies and documents

- SEN Information Reports at school level
- Accessibility Plans for each school
- Supporting Pupils with Medical Conditions Policies at school level
- Equality information and objectives for each school
- Behaviour policies for each school
- Prime7 Positive Handling Policy
- Prime7 Intimate Care Policy
- Prime7 Teaching and Learning Policy
- Prime7 SEND Strategy Document
- Prime7 Curriculum Statement
- Prime7 Positive Mental Health Policy