



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Special Educational Needs and Disabilities Policy

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Saint Mary's Academy Trust is an inclusive Trust where all children are valued and treated with respect, regardless of their age, gender, background or ability. All of our schools use their best endeavours to ensure that provision for all children is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with Special Educational Needs and/or Disabilities (SEND) and their peers without Special Educational Needs and/or Disabilities (SEND).

1. **Definitions**

This definition is taken from the 'Children and Families Act 2014 (Part 3)'.

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within subsection (a and b) when they reach compulsory school age (or would be likely, if special educational provision was not made.'

The Equality Act 2010 definition of disability is:

'a disability is defined as 'a physical or mental impairment which has a long term* and substantial adverse effect on their ability to carry out normal day-to-day activities.'

**'long term' is defined as 'a year or more'*

2. **Aims and objectives**

2.1 **Aims**

It is the aim of the Trust to provide every child with the best education possible. We promote a fundamental belief in the equality of opportunity for all children throughout the Trust. All children should be fully included within school life. Reasonable adjustments will be made so all children can be fully included.

2.2 **Objectives**

- To identify Special Educational Needs as early as possible
- To plan effective provision for all children with special educational needs

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- To effectively monitor the provision provided
- To effectively monitor the attainment and progress of children with special educational needs
- To work in partnership with parents and carers
- To work in partnership with outside agencies
- To deliver a child-centered approach to SEND provision
- To create an environment where pupils with SEND can contribute fully to school life

3. **Roles and responsibilities**

3.1 **Class teacher**

Responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each child's progress against outcomes and adapt provision where necessary
- Writing Personal Profiles and sharing and reviewing these with the child and parents/carers at least once each term (3 times per year).
- Writing one page profiles and reviewing these with the child and parents/carers at least annually
- Identifying and communicating any concerns about specific children with the SENDCo
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how the child is progressing
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

3.2 **The Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The name of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is available on the school's website within the school's SEND information page.

Responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues
- Working with staff, parents and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- Liaising with any external agencies who may come into school to help support your child's learning e.g. Speech and Language Therapy Service, Educational Psychology Service, Occupational Therapists etc.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensuring that parents are:

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- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how the child is progressing

- Ensuring that there are excellent, up to date records of each child's progress and needs.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

3.3 Headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in school
- Have overall responsibility for the provision and progress of children with SEND and/or disability
- Make sure that the SEND governor is kept up to date about any issues in the school relating to SEND.

3.4 SEND governor

The SEND governor will:

- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in school
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

4. Admission arrangements

Please refer to the admissions information on the school website. The admission arrangements for all children is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Accessibility

All Trust schools comply with all relevant accessibility requirements. Please refer to the Academies Accessibility Strategy and the school's accessibility plan on the school website for more detail.

6. Allocation of resources for pupils with SEND

All children with SEND have access to Element 1 and 2 of a school's budget.

Some children with severe and complex needs require additional funding (Element 3: high needs funding) through an Education, Health and Care Plan (EHCP). Where a child has significant difficulties and does not already have an Education, Health and Care Plan (EHCP), an application for statutory assessment may be made to a multi-agency panel, which is administered by the Local Authority. This multi-agency panel will determine whether the level and complexity of need meets the threshold for this funding (high needs funding). It would then be the responsibility of

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the SENDCo, senior Leadership Team and governors, in liaison with St. Mary's Academy Trust's Finance Director, to agree how the allocation of resources is used.

7. Identifying pupils with SEND

7.1 When considering whether a child has special educational needs any of the following may be evident:

- Make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Attainment is significantly below age group expectations;
- Has sensory or physical problems;
- Has communication and/or interaction difficulties;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class

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

Where there are concerns around a child, an 'Initial Concerns Form' will be completed.

Where it is determined that a child does have SEND, parents will be formally advised of this. At this point the decision will be made to add the child to the SEND register at SEND support. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

7.2 Referral for an Education, Health and Care Plan (EHCP)

If a child has significant difficulties a statutory assessment can be requested. This request can be made by the school or the parents/carers. The application will contain detailed information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care (where appropriate)
- Health professionals (where appropriate)

This information will relate to:

- the identification of the child's strengths and needs
- current and past additional provision provided
- the reasonable adjustments made
- actions that have been taken to support the child
- the preliminary progress against outcomes set

A decision will be made about whether or not the pupil is eligible for an Education, Health and Care Plan (EHCP) by a multi-agency panel, which is administered by the Local Authority. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via:

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/education-health-and-care-plans/>

8. Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENDCo may also signpost parents of children with SEND to the local authority SENDIASS (Special educational Needs Disability Information, Advice, Support Service) where specific advice, guidance and support may be required or to the school's Parent Support Advisor.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

9. Assessing and reviewing a child's progress towards outcomes

At Saint Mary's Academy Trust, we follow the four-part cycle of assess, plan, do, review. This is an ongoing cycle to enable provision to be revised and refined as the understanding of the needs of the child grows. This cycle enables the identification of those strategies and/or interventions which are the most effective in supporting the child to achieve good progress and outcomes.

10. Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the Trust Assessment Policy.

Ongoing records based on specific SEND provision and interventions are maintained by class teachers and teaching assistants. These records are reviewed at least termly by the SENDCo in order to evaluate the impact of the provision. This enables the SENDCo to identify whether provision is effective in supporting children to meet their specific outcomes and, as a result, identify next steps. The outcomes of this review and evaluation is fed back to the staff and parents.

11. Complaints procedure

We believe that most complaints can be dealt with through an informal discussion with an appropriate member of staff in school. Because of this, St. Mary's Academy Trust would always

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advise parents/carers to talk any complaint over with someone in school before making the complaint formal.

However, if this does not resolve the concern/complaint, it can then be taken to the next stage of the complaints procedure. For further detail, refer to the complaints procedure which is available on the school website.

12. **Training (CPD)**

At St. Mary's Academy Trust, we aim to keep all staff up to date with relevant training and developments in relation to the needs of children with SEND. The SENDco attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDco, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

13. **Links with other schools**

All schools within Saint Mary's Academy Trust work in partnership. This enables the schools to build a bank of joint resources and to share ideas, advice, training and development activities and expertise.

14. **Links with other agencies and organisations**

St. Mary's Academy Trust schools continue to build strong working relationships and links with external agencies and organisations. We seek advice in order to fully support our SEND children and aid school inclusion.

Schools within St. Mary's Academy Trust liaise with external agencies and organisations such as:

- Barnsley Educational Specialist Support Team (BESST) including the Educational, Child and Community Psychology (ECCP) Team
- Child and Adolescent Mental Health Services (CAMHS)
- Speech And Language Therapy Service (SALT)
- Behaviour Support Services
- Occupational Therapy Services

Parental permission will be sort before any external agency or organisation carries out any work with a child.

15. **Legislation and guidance**

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

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- The Special Educational Needs and Disabilities Regulations 2014, which sets out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.

Policies referenced within this policy include:

- Barnsley Local Authority Admissions arrangements
- Academies accessibility strategy
- Accessibility Plan (Specific to school)
- Trust Complaints Procedure
- Trust Assessment Policy

Signed _____ [Name] (Head Teacher)

Date _____

Signed _____ [Name] (SENDCo)

Date _____

Signed _____ [Name] (SEND Governor)

Date _____

This policy will be reviewed annually.