

## IRONSTONE ACADEMY TRUST SEND POLICY



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Review Date	Changes made	Ratification Date by Trustees
January 2019	Created following professional advice from LA adviser and tailored to Ironstone Academy Trust.	1/1/19
October 2020	No substantive changes made. Covid-19 addendum added.	23/11/20
October 2021	Minor changes following advice from LA SEND adviser.	24/11/21

**SEND Definition:**

In this policy, special educational needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him. A child of compulsory school age or a young person has a learning difficulty or disability if he:

- \* Has a significantly greater difficulty in learning than the majority of others the same age, or
- \* Has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**SEN Provision Definition:**

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

**The Legal Framework:**

The IAT SEND policy takes careful account of the statutory provisions covering SEND. It has been written with reference to the following guidance documents:

- \* Part 3 of The Children & Families Act 2014
- \* Special Educational Needs & Disabilities Regulations 2014
- \* Special Educational Needs and Disability Code of Practice: 0-25 2015 (January)
- \* Equality Act 2010 – Public Sector Equality Duty
- \* Schools SEN Information Report Regulations 2014
- \* Statutory Guidance on supporting pupils at school with medical conditions
- \* General Data Protection Regulations policy (GDPR)
- \* DfE Keeping Children Safe In Education 2021 (KCSIE)

This policy also complies with our funding agreement and articles of association.

**Aims:**

Ironstone Academy Trust believes that each child has individual and unique needs. Your son/daughter is entitled to an education that is most appropriate to his ability and best suited to his individual strengths and needs. We aim to provide every child with a broad and balanced education, this includes the National Curriculum in line with the SEND Code of Practice (January 2015).

We aim to:

- \* Provide opportunities for every child to experience success
- \* Promote individual confidence and a positive attitude
- \* Ensure all children, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- \* Give children with SEND equal opportunities to take part in all aspects of the schools within Ironstone Academy Trust provision if appropriate
  - \* Ensure that children with SEND have opportunities to express an opinion and that their opinion will be taken into account in any matters affecting them
- \* Identify, assess, plan, do and review children's progress and needs
- \* Involve parents/carers in planning and supporting at all stages of their child's development
- \* Work collaboratively with parents/carers, other professionals and specialist services
- \* Ensure all staff and governors within our schools are accountable for the SEND Policy being implemented and maintained

### **Roles & Responsibilities:**

At Ironstone Academy Trust provision for children with SEND, in the classroom, is the responsibility of teachers. Teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants or specialist staff. All staff are responsible for following procedures for identifying, assessing and making provision to meet those needs.

The **Trustee Board** will ensure that:

- \* SEND provision is an integral part of all our schools improvement plans
- \* Staff are aware of the need to identify and provide for children with SEND
- \* Children with SEND join in activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- \* They have regard to the requirements of the SEND Code of Practice (January 2015)
- \* They are fully informed about SEND, so that they can play a part in the schools self-evaluation process
- \* They set up appropriate staffing and funding arrangements and oversee the schools work for children with SEND
- \* The quality of SEND provision is regularly monitored
- \* A trustee member responsible for SEND is identified

**Head teachers** within Ironstone Academy Trust have responsibility for:

- \*The management of all aspects of their school's work, including provision for children with SEND
- \*Keeping the governors fully informed about SEND
- \*Working closely with the SENDCo
- \*Ensuring that the implementation of this policy and the evaluation of its impact is reported to governors
- \*Ensuring a governor responsible for SEND is appointed and for this person to work closely with the named SENDCo

**The Special Educational Needs and Disabilities Co-ordinator** in each school is responsible for:

- \*Working alongside the head teacher to develop and implement a SEND action plan and allocate funding to ensure needs are well met and that resources are used efficiently
- \*Overseeing of the day-to-day operation of the SEND policy
- \*Overseeing the provision for children with SEND
- \*Organising and managing the work of the Teaching Assistants
- \*Supporting the head teacher to ensure that the this policy is adopted
- \*Liaising with and advising other staff
- \*Helping staff to identify children with SEND
- \*Carrying out detailed assessments and observations of children identified as SEND
- \*Supporting teachers in devising strategies, drawing up Individual Education Support Plans, setting sharply focused outcomes appropriate to the needs of the child, advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and additional adults in the classroom
- \*Liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- \*Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- \*Maintaining the school's SEND register and records
- \*Assisting in the monitoring and evaluation process of children with SEND
- \*Contributing to in-service training of staff
- \*Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- \*Supporting the development of good practice within our network of schools
- \*Producing reports for the governors
- \*Ensuring that the SEND Information Report is maintained and up-to-date

**Class teachers** are responsible for:

- \*The teaching, learning and progress of children in their class with SEND and for providing an appropriately differentiated curriculum
- \*Reviewing and identifying sharply focused outcomes with parents/carers and children as well as drawing up Individual Education Support Plans that identify appropriate resources and materials to meet those outcomes
- \*Implementing the agreed Individual Education Support Plan and any other recommendations
- \*Making themselves aware of the SEND policy and the procedures for identification, monitoring and supporting children with SEND
- \*Giving feedback to parents/carers of children with SEND when required

**Teaching Assistants** should:

- \*Be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- \*Support effective provision for the individual needs of children identified as having SEND, whether in class, or in small group intervention
- \*Use the school's procedures for giving feedback to teachers about SEND children's responses to tasks and strategies

**Admissions & Special Educational Needs & Disabilities:**

The admissions' policy for Ironstone Academy Trust is that of the Local Authority (LA). Allocation of places to the school is administered by the LA. Neither a child's abilities nor their learning difficulties feature in the admission of a child, unless they have an Education, Health & Care Plan (EHCP) which names a specific school as the one they should attend.

**SEND In-Service Training:**

Ironstone Academy Trust recognises the area of SEND as an important area for in-service training and Continuing Professional Development. The schools encourage and provide funds for:

- \*The SENDCO and other staff to attend relevant courses and events
- \*The SENDCO to share good practice with other Ironstone Academy Trust schools
- \*Whole school INSET to support excellent SEND practice in the classroom

### **Facilities for Children with SEND:**

Within our trust Overfields Primary School hosts a Speech and Language Unit which serves children in Redcar & Cleveland and Middlesbrough local authorities. It provides a specialised education for children with significant speech and language difficulties (also now known as Developmental Language Disorder). These children present with speech and/or language difficulties which create barriers to education, communication or learning in everyday life. Access to the unit is through a termly panel meeting and children are referred jointly by a Specialist Speech and Language Therapist and an Educational Psychologist. The children who receive support from the Language Unit are dual registered and remain on the role of their mainstream school and assessment data for the DfE is recorded with their home school.

### **Disability Access:**

All schools within IAT have their own SEND Information Report and Accessibility Plan, which detail the accessibility of our schools for disabled pupils and staff.

### **Identification, Assessment Arrangements & Review Procedures:**

Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the class teacher and SENDCo will consider all of the information gathered about the child's progress, alongside national data and expectations of progress. Regular assessments of children's progress allows identification of children who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Where a child is identified as potentially having a SEND, the school will contact parents/carers and action will be taken through **quality first teaching** to remove any identified barriers to learning so strong progress can be made. This will be evaluated for impact - if progress is still not evident then a child may be placed on a school's SEN register.

The SENDCo, class teacher and parents/carers will initially meet to identify some sharply focused outcomes for the child and to discuss what effective special educational provision will be put in place to support the child to achieve these outcomes. This will be collated in an Individual Educational Support Plan – this will be shared with parents/carers. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of a child's needs and of what supports them in making good progress and securing good outcomes. **This is known as the graduated approach.**

Where, despite Ironstone Academy Trust schools having taken relevant and purposeful action to identify, assess and meet the needs of a child, the child has still not made and maintained expected progress, a school will consider, in partnership with parents/carers, requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary our Local Authority will consider the evidence that our schools provide about the child.

For this purpose Ironstone Academy Trust schools will provide:

- \*Evidence of the child's academic attainment and rate of progress
- \*Robust information about the nature, extent and context of the child's SEND
- \*Robust evidence of the action and impact of anything already implemented/ adopted to meet the child's SEND
- \*Robust evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

### **SEND Local Offer:**

Each school within the trust has a SEND Information Report which outlines their approaches and procedures for supporting and identifying children with SEND. These reports are available on each school's website and on the People's Information Network in the SEND Local Offer section. They are updated annually.

### **Covid-19 Addendum:**

Support for children with additional needs continues to be a trust priority during the current Covid-19 pandemic, whether at school, self-isolating or participating in remote learning due to a bubble closure.

Quality-first teaching will continue to be the most important support for children with additional needs. Where children have a SEN support plan or an EHCP, staff will use this to inform planning and outcomes will be adhered to wherever possible through

making reasonable adjustments to teaching and learning for individual children. However, due to altered staffing levels, social distancing measures and different working environments, it may not always be possible to put in place all provision detailed within these documents. Where a child is self-isolating and/or participating in remote learning, bespoke learning materials will be provided and the class teacher will remain in regular contact with the child and parents via Microsoft Teams/Zoom, Seesaw, class emails and telephone conferences. The trust will work in collaboration with parents and professional services, using all our best endeavours, to ensure that we meet the needs of every child.