



L.E.A.D. Academy Trust

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# Special Educational Needs and Disabilities Policy

**Uplands L.E.A.D. Academy. Leicester City Council**

**SENCo Gill Martin**

Date Of Policy: January 12<sup>th</sup> 2017

Review Date: January 12<sup>th</sup> 2018

Approved by Governing Body: January 25<sup>th</sup> 2017

## **Introduction**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

The 2014 Special Educational Needs and Disability (SEND) Code of Practice (0-25)

Equality Act 2010: advice for schools DfE Feb 2013

Children and Families Act 2014

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Teachers Standards 2012

Safeguarding Policy

Accessibility Plan

Leicester City Council EHCP statutory assessment process April 2016

## **Rationale**

Uplands Junior L.E.A.D.Academy is committed to providing an appropriate and high quality education to all of the pupils living in our local area. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Uplands Junior L.E.A.D.Academy is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, such as:

- Girls and boys

- Minority ethnic and faith groups: travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners who are newly arrived from the international community
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of pupils who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential.

Uplands Junior L.E.A.D.Academy sees the inclusion of pupils identified as having a special educational need and/or disability as an equal opportunities issue, and we will also model inclusion in our staffing policies, relationships with parents/carers and with the community.

### **Definition of SEND**

The SEND Code of Practice (0-25 years) 2014 states that:

A child or young person has SEN 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 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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”.

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions

do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Uplands Junior L.E.A.D.Academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014). [See Supporting Pupils with Medical Conditions Policy.

#### **Four 'areas of need' as stated in the 2014 Code of Practice:**

##### **1. Communication and Interaction**

Children and young people 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.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

##### **2. Cognition and Learning**

Support for learning difficulties may be required when children and young people 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), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

##### **3. Social, Emotional and Mental Health Difficulties**

Children and young people 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Uplands Junior L.E.A.D.Academy has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

#### **4. Sensory and/or Physical Needs**

Some children and young people 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum. Uplands Junior L.E.A.D.Academy will seek advice and access provision for these pupils from the relevant services provided by Leicester City Council.

#### **Objectives of SEND Policy at the academy**

1. To ensure the Special Educational Needs and Disability Act and relevant Codes of Practice and guidance are implemented effectively at the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children and young people with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum, except where disapplication arising from an EHC plan occurs, through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN/D at School SEN Support Levels.
6. To ensure that pupils with SEN/D are perceived positively by all members of the academy community, and that SEN/D and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children and young people who live in our catchment area.
8. To enable pupils to move on from us well equipped to meet the demands of the next stage in their education or training.
9. To involve parents/carers at every stage in plans in order to meet their child's additional needs.
10. To involve children/young people themselves in planning and in any decision making that affects them.

The name of the SENCO is Miss G. Martin

### **Responsibilities of SENCO**

The SENCO has an important role to play, with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the academy. The SENCO is part of the Middle Leadership Team.

The SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Leicester City Council Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN/D receive appropriate support and high quality teaching.

### **The Key Responsibilities of the SENCO at Uplands Junior L.E.A.D.Academy:**

- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for pupils with SEND
- ensuring provision is met for looked-after pupils who have SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with other schools at points of transition, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and the Local Governing Body to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the records of all pupils with SEND are up-to-date and that a written and electronic copy of forms are kept.

### **Arrangements for coordinating SEND provision**

1. The SENCO will meet with each Class Teacher at regular intervals to discuss concerns and to review their Individual Provision Maps.
2. At other times, the SENCO will be alerted to newly arising concerns by staff flagging concerns through early monitoring forms.

3. The SENCO will discuss issues arising from these concerns with the appropriate staff members within one week of receiving the form.
4. Reviews will be held termly.
5. Targets arising from Provision Map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEND and supports class teachers with curriculum planning.
7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants/learning mentors. This is funded from the academy's annual budget. The support timetable is reviewed termly by the SENCO, and the management team, in line with current pupil needs. Additional support is funded through individual allocations of Element 3 funding which is applied for from the local authority.
9. The SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and assessment arrangements, monitoring and review procedures**

#### **SEN support in school**

Where a pupil is identified as having SEND, Uplands Junior L.E.A.D. Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND needs of pupils.

#### **Assess**

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the academy's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent; these concerns will

be recorded and compared to the school's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in to place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals liaise with the academy to help inform the assessments. Where professionals are not already working with academy staff, the SENCO will contact them with the parents' consent.

### **Plan**

Where it is decided to provide a pupil with SEN support parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's

needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists. The pupil's parents will always be involved in any decision to involve specialists and written permission will be sought. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Leicester City Council Local Offer should set out clearly what support is available from different services and how it may be accessed.

The academy will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. A twice yearly Joint Planning Meeting will be held with service providers to best allocate provision. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists, including speech and language therapists, occupational therapists and physiotherapists. The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care (EHC) assessment**

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, we will consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEN support.

### **Involving parents and pupils in planning and reviewing progress**

The academy will provide both regular and annual reports for parents on their child's progress.

Where a pupil is receiving SEN support, the academy will talk to parents regularly to set clear outcome targets and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the academy. We will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate staff. This record should be given to the pupil's parents.

The academy's system for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not progressing satisfactorily and who may have additional needs.

Based on the academy's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the pupil may be recorded as needing School SEN/D Support using Provision Maps to support progress in learning from the local authority. In addition, the academy may involve outside agencies for intervention strategies e.g. SALT and SEMH.

### **Differentiated curriculum provision**

In order to make progress, a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a pupil's individual needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a

decision made about whether the pupil is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the pupil making expected or good progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision at 'School SEN Support' level may need to be made.

### **Phase 2 of the Graduated School Provision**

SEND Support provision would be indicated where there is evidence that there has been little or no progress made with existing interventions.

Each pupil requiring SEND Support will have individual targets, detailed in their individual, group or class Provision Map.

Provision Maps For:

1. Cognition and Learning
2. Social, Emotional and Mental Health
3. Sensory and Physical Needs
4. Communication and Interaction Needs

Pupils recorded as receiving SEND Support:

1. Pupils who have needs similar to other pupils with additional needs within the class, e.g. support with blending/segmenting
2. Pupils whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning at the academy.

The responsibility for planning for these pupils remains with the class teacher, in consultation with the SENCO.

Provision Maps will record intervention and impact on the pupil's learning.

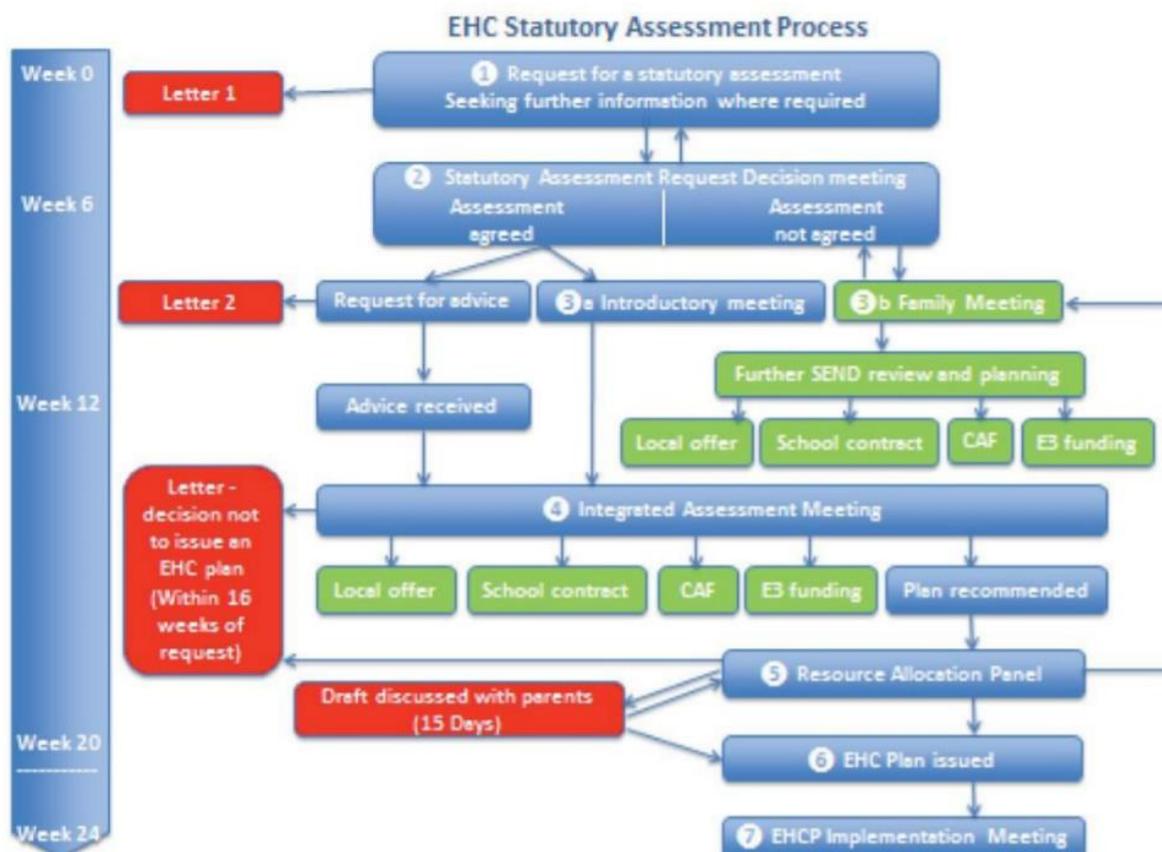
**Monitoring** will be carried out at regular intervals at pupil progress meetings. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and make adjustments to the provision for the pupil, if appropriate.

Individual Provision Maps will be reviewed at least termly. The class teacher will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to the termly review of the Provision Map.

### **Phase 2+ of the School Graduated Provision:**

## Request for an Education Healthcare Plan

The diagram below summarises Leicester City Council's 20 week Process.



The statutory assessment process should be completed within 20 weeks (ie, from date on which the request is received by the Local Authority to the date on which the final EHC Plan is issued).

### Stage 1 of EHC Plan

The SENCo will meet with parents to discuss the need for an EHC plan application. Schools, settings and professionals working with young people should submit a formal request for assessment using the appropriate pro forma - Requesting a Statutory Assessment to the Special Education Service.

When a request is received by the Special Education Service, this is logged and a letter (letter 1) is sent to the following notifying them that the Local Authority is considering a request for an assessment:

- The child's parent or the young person
- The setting or school where the child or young person attends
- The health service
- The Psychology Service
- The Social Care Service

### Stage 2:

The request (and any further information, where relevant) is considered at the weekly Statutory Assessment Request Decision Meeting in order to determine whether the request meets the criteria for a statutory assessment.

In considering a request for a statutory assessment, the Local Authority will pay particular attention to:

- The views, wishes and feelings of the child or young person and their parents
  - The child or young person's academic attainment and rate of progress
  - The nature, extent and cause of the child or young person's special educational needs and/or physical, emotional and social development and health needs
- The action already taken and progress achieved.

The decision about whether to agree to a request for a statutory assessment has to be made within 6 weeks of the original request. For those requests for a statutory assessment which have been agreed, a member of the Special Education Service contacts the parents/carers and/or young person and, in liaison with the Independent Supporter (where involved), organises an Introductory Meeting. The role of the Independent Supporter is to provide the parents/carers and/or young person with independent information, advice and support.

At the same time, advice about the child or young person's education and health and care is requested (letter 2).

### **Stage 3:**

For requests which have been agreed as a statutory assessment, the Education, Health and Care Inclusion Officer meet with the parents/carers or young person to:

- Explain the assessment process
- Building on information already received, find out further information about the child or young person's needs by completing a Personal Profile
- Where relevant, explain support available through the Local Offer
- Help the parents/carers and the child or young person plan for their involvement in the statutory assessment and the Integrated Assessment Meeting.

The child or young person's Personal Profile is a document that is compiled with the parents/ carers or young person and records the following information:

- Contact details for the child and parents/ carers or young person
- Child/young person's views, interests and aspirations, and those of their parents/ carers for them
- Information about the child or young person's education, health and care needs
- What is important to and for the child or young person
- What is working/not working for the child or young person
- Outcomes that are important for the child or young person
- Details about professions currently involved with the child or young person.

Following the Introductory Meeting, this information is written up and agreed with the parents/carers or young person as an accurate record of their views and information. Subject to the parents/carers or young person's permission, this information is shared with all the professionals who are providing advice to the statutory assessment. This is to ensure that parents/carers and/or the young person do not have to repeat this information to each professional as part of the assessment process. Additionally, parents/ carers or young

person have the option of putting their views and information in writing and this can be sent to the Special Education Service. The Special Education Service then organises the Integrated Assessment Meeting.

#### **Stage 4**

Information from the child or young person's Personal Profile and advice is summarised by the Education, Health and Care Inclusion Officer and circulated to everyone attending the Integrated Assessment Meeting prior to the meeting. This is a starting point for the discussion which is led by a facilitator agreed with the family at the Introductory Meeting and follows a person centred process and meeting format. On the basis of this discussion, a recommendation is made to the Local Authority as to whether the child or young person's needs can be met through the normally available resources or whether an EHC Plan is required.

#### **Stage 5:**

The Education, Health and Care Inclusion Officer will consult schools and/or colleges in line with the type of provision that was agreed at Resource Allocation Panel and parental/carers or young person's preference. Following discussion with parents/carers and/ or the young person and the resolution of any issues in relation to the content of the plan and agreement from the school and/or college as to placement, the Education, Health and Care Inclusion Officer will issue a final EHC Plan with a named school, college or setting. This should be completed within 20 weeks of the date when the request for a statutory assessment was first received.

#### **Leicester City Council EHCP**

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

#### **The Academy's Arrangements for SEND and Inclusion In-Service Training**

- The SENCO attends regular L.E.A.D. SENCO meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the academy's long-term goals and the Academy Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by

the SENCO or visiting L.E.A.D. SENCO.

- All members of staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class/subject level.
- Members of support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.

### **The use made of teachers and facilities from outside the academy, including support services**

- The Educational Psychologist visits the academy when required following discussion with the SENCO as to the purpose of each visit.
- The Leicester City Council Inclusive Education Support Service visits when required to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used for example, in relation to pupils with autistic spectrum disorders, or severe emotional and behavioural difficulties, or Specific Learning Difficulties.
- Teachers from the Sensory Impairment Team work in school to support pupils, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with pupils where this is indicated.
- The SENCO liaises as necessary with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  3. School Nurse
  4. Community Pediatrician
  5. Speech Therapy
  6. Physiotherapy
  7. Occupational Therapy
- Parents/carers are informed if any outside agency is involved and consent gained through the Common Assessment Framework (CAF) form.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the academy or the

parent thinks this is appropriate.

- We make sure that all parents/carers are given information about 'Parent Partnership' which is our local parent organisation, as soon as a pupil has been identified as experiencing special educational needs. This information is available on the local authority's website under the 'Local Offer' in Family Information Services.
- At review meetings with parents/carers we try to always make sure that the pupil's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision Map targets will include targets which need to be worked towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between the academy and home will ensure that concerns are promptly acted upon.

### **Phase 3 of Graduated Provision for SEN Support: Education Health and Care Plan**

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

The academy will comply with all local arrangements and procedures when applying for Element 3 Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Leicester City Council policy and guidance - particularly with regard to the timescales set out within the process.

### **Inclusion of Pupils with English as an Additional Language**

### **Definition**

- An EAL pupil includes anyone who has been exposed to a language other than English during early childhood ‘and continues to be exposed to this language in the home or in the community’
- A bilingual learner refers to ‘all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages’

EAL pupils and bilingual learners are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. However, it is understood that, in some circumstances, varying levels of fluency in English due to the experiences of the pupil can have an impact on learning outcomes at any given point in their learning journey.

### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils, regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our academy community.

### **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our academy. On admission, the pupil will have access to a welcome and induction programme, which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision**

Pupils with EAL will have full access to mainstream provision, regardless of their proficiency in English. Upon entry to the academy, initial diagnostic assessments will be utilised to give teachers a clear view of an EAL pupil’s start point so that any necessary interventions can be agreed and implemented. Where necessary, additional support will be given to improve acquisition of English

The following provision can be expected:

- Quality First teaching in the mainstream classroom
- Initial diagnostic assessments relating to current level of language acquisition to support class teachers in appropriate planning to meet individual need
- Targeted interventions based on pupil need, usually in small groups
- One to one interventions

- An assessment in the pupil's mother tongue may be applicable and appropriate where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (when the child is working significantly below age related expectations) and the year group non-negotiables. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the EAL Co-ordinator and SENCO. Provision will be recorded and monitored for effectiveness using the academy's provision map, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEN register for reasons of EAL.

Uplands Junior L.E.A.D. Academy policies for EAL and New Arrivals will support this provision.

### **Parental support**

We recognise that some parents who are learning English may find it difficult to approach or communicate with the academy, regarding any concerns they may have regarding their child's progress. We endeavour to fully include EAL parents in the life of the academy by, wherever possible, providing interpretation facilities during parents' evenings and other academy meetings, as well as providing key academy information in translated format.

### **Inclusion of pupils who are looked after in local authority care**

The academy recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
  
- There is a statutory requirement for all schools and academies to have a designated teacher for looked after children. (The name of the current designated teacher at our academy is Miss G Martin). The responsibilities of the designated teacher include:
  - monitoring the progress of children who are looked after to ensure that they have the best life chances possible and access to the full range of opportunities at the academy;
  - ensuring that children who are looked after have access to the appropriate network of support;
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
  - ensuring that information concerning the education of children who are looked after is transferred between agencies and individuals;
  - preparing a report on the child’s educational progress to contribute towards the LAC review. (These are usually held annually or more frequently if there is a concern);
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;
  - liaising with the child’s social worker to ensure that there is effective communication at all times;
  - celebrating the child’s successes and acknowledging the progress they are making.
  - ensuring that the allocated budget supports the child appropriately.

### **Inclusion of pupils who are very able and/or talented**

In this section, the term ‘very able’ refers to pupils who have a broad range of achievement at a very high level. Those pupils who are very able have very well developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents: sports, games, dexterity
- Visual/performing abilities: dance, movement, drama
- Mechanical ingenuity: construction, object assembly (and disassembly), systematic, working solutions

- Outstanding leadership: organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy
- Creativity: artistic, musical, linguistic

We respect the right of all pupils in our academy, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our academy make specific reference to teaching and learning that takes into account the needs of all pupils. They also identify the commitment to giving all of our pupils every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented pupils.

### **Identification**

Before identifying any pupil as being 'very able' in a particular area, we aim to ensure that all children and young people have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/academy context and refers to the current level of performance only. This means that 'at this time this pupil is showing ability in a particular area'. Identification at our academy does not necessarily mean that in another academy or context the pupil would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the academy will draw up a register of very able and/or talented pupils; this list will be kept under review. Provision for very able and/or talented pupils will be tracked on the academy's Provision Map.

### **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all of our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupils' learning by providing:

- a common activity that allows pupils to respond at their own level;
- an enrichment activity that broadens learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;

- the opportunity for pupils to progress through their work at their own rate of learning.

Pupils meet a variety of organisational strategies as they move through the academy. Each strategy supports all learners in their learning, but gives due regard to the more able and very able learner.

Through all Key Stages we set targets for all subjects at the appropriate level. All pupils will have access to appropriately differentiated tasks across the curriculum to allow them to succeed. We run 'more able groups' in English and mathematics at Key Stage 2, as well as extending this provision across the secondary curriculum through academic and extra-curricular provision.

We offer a range of extra-curricular activities for our pupils. These activities offer very able and/or talented pupils the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs. Academy-based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

#### **Links with other schools/academies and transfer arrangements**

- Year 2 & 3 Liaison Meetings highlight any pupils as already having additional needs. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary, the SENCO will arrange a further meeting.
- Class teachers of pupils joining from other schools will receive information from the previous school; if there is a SEND issue, the SENCO will telephone to further discuss the pupil's needs. Pupils transferring from the academy to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENCO will discuss these pupils with other schools on request.

#### **Links with Health and Social Services, Education Welfare Services and any voluntary organisations**

- The academy regularly consults health service professionals. Concerns are initially brought to their attention by the SENCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed as necessary by the SENCO or the Designated Safeguarding Lead (DSL) at the academy or through the attendance officer. All class teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. The SENCO maintains an up-to-date list via the local authority Local Offer website. Parents/carers will be given details of these groups on request or via the academy website. Information detailing

the academy's Local Offer will be posted on the academy website.

### **Access to the Environment**

- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Arrangements for providing access to learning and the curriculum**

- The academy ensures that all pupils have access to a 'balanced and broadly based' curriculum. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.
- Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse.
- All members of staff work in a way to avoid the isolation of the pupil(s) whom they are supporting, and will encourage peer tutoring/mentoring and collaborative learning.
- Schemes of Learning and policies for each area of the curriculum are being developed and will be differentiated to include appropriate learning outcomes for all pupils. Each policy will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Staff will have regard to local authority provision maps as appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.
- The academy ensures that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to information**

- All pupils requiring information in formats other than print have this provided (e.g. if a pupil needs to use Braille).
- We adapt printed materials so that pupils with literacy needs can access them, or ensure access by peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

- The academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- Pupils with additional educational needs are considered for admission to the academy on exactly the same basis as for pupils without additional educational needs.
- Prior to starting at the academy, parents/carers of pupils with additional needs or an active CAF will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The Personal, Social and Health Education (PSHE) curriculum includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.
- Opportunities to teach pupils Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

### **Terminology, imagery and disability equality**

- The academy is aware of the impact of language on pupils within the academy. We work with all pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability.
- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.
- We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- The academy encourages the inclusion of all pupils in the Academy Council and other consultation groups. We also use the PSHE curriculum throughout the academy to support this process.
- We include pupils in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

- The staff have on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- The academy recognises that there will be a number of disabled parents/carers of pupils within the academy, and we work to try to ensure they are fully included in parents'/carers' activities.
- When a pupil starts at the academy we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print or use regular telephone contact, if this is their preferred method of communication.

### **Disability equality and trips or out of school activities**

- L.E.A.D. academies try to make all trips inclusive by planning in advance and using accessible places.
- All pupils are welcome at our after school activities and we try to rearrange transport for pupils with specific travelling needs as necessary.

### **Evaluating the success of the academy's SEND policy**

An annual evaluation of the policy will be made by all the L.E.A.D. SENCOs at the review meeting before updating and publishing the Policy on the academy's website. This will be scheduled before the end of every academic year.

### **Dealing with Complaints**

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint to the Headteacher in writing or in any other accessible format. The Headteacher will reply within ten working days.
- Any issues that remain unresolved at this stage will be managed according to the academy's Complaints Policy. This is available, on request, from the academy office.