



# LEAP MAT TRUST

## SEND ACHIEVEMENT POLICY

Policy Author	Trust Director of SEND
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Trust Key Reader	LH / AC
Approved by Trust Board	22.10.20
Review Date	September 2021

This policy complies with the statutory requirements laid out in the SEND code of practice: 0-25 years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for academies (DfE, February 2013)
- SEND code of practice: 0-25 years (June 2014)
- Academies' SEN Information Report regulations (2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

This policy was created in collaboration between the SENDCo's of the Academies, the SEND Governors in liaison with the SLT and all staff, and parents of students with SEND.

## 1. Introduction

- 1.1 This SEND policy has been adopted by all Academies in the LEAP MAT Trust and should be considered alongside information contained inside each individual Academy's SEND Information report.

### Trust Ethos for working with students with SEND

We believe that every teacher is a teacher of every child, including those with special educational needs, and that the role of the Achievement Support department is to work inside and outside the classroom to support students to ensure they reach their potential and are fully included in all activities.

## 2. Aim

- 2.1 The aim of the SEND provision provided in LEAP MAT Academies is to ensure that we raise the aspirations of and expectations for all students with SEND.
- 2.2 Our approach to working with students with SEND is to support the quality first teaching provided in the classroom with focused intervention for young people with SEND to ensure they achieve the best possible outcomes throughout their time at our Academies.

## 3. Objective

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND code of practice, 2014
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) whose work will be guided by the SEND Achievement Policy
- To provide support and advice for all staff working with special educational needs students.

## 4. Identifying Special Educational Needs (SEN)

- 4.1 SEN identification places students who have needs in the following broad areas identified by the code of practice. This allows us to plan what action we need to take to support their achievement:
- Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health difficulties
  - Sensory and/or Physical needs.

- 4.2 When considering the whole child, it is important that we consider other aspects that impact on progress and attainment. Before identifying any student as having SEN we look at many aspects, which include:
- Disability
  - Attendance and Punctuality
  - Health and Welfare
  - English as an Additional Language (EAL)
  - Fulfilling the criteria for designation as a 'Pupil Premium' student
  - Being a Looked After Child (LAC)
  - Being a child of a serviceman/woman.

## **5. A Graduated Response to SEN Support**

- 5.1 If a child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.
- 5.2 The first response is high quality teaching targeted at areas of students' needs. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. At the point where a student is receiving an intervention or additional SEN support, he/she will be placed on the Academy's SEND monitoring register. A student's response to such support can help to better identify their particular needs.
- 5.3 At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where students access support from teaching assistants or specialist staff.
- 5.4 Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:
- Highly focused lesson design with clear outcomes
  - High levels of students' involvement and engagement with their learning
  - High levels of interaction for all students
  - Appropriate use of teacher questioning, modelling and explaining
  - An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
  - An expectation that students will accept responsibility for their own learning and work independently
  - Regular use of encouragement and authentic praise to engage and motivate students.
- 5.5 We monitor the quality of the provision received by all students (including those with SEN) through Quality Assurance procedures after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.
- 5.6 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress. This follows the 'assess, plan, do, review' framework outlined in the new code of practice.

5.7 When considering whether a student should be placed on the SEND register, teachers and the SENDCo consider all of the information gathered from within school about a student's progress. We view this in light of national data and expectations of student progress. During this process, the SEN team will use accurate formative assessment and early assessment materials as a guide in the decision-making process. When a student is displaying a higher level of need, our academies will draw on specialised assessments from external agencies and professionals appropriately. Services that may be used are outlined in each Academy's SEN information report.

5.8 A student is placed on the SEND register following work by staff in school that involves the work with the student being planned within the following cycle:

**Assess** - The student's learning problems are investigated; observations and standardised tests may take place

**Plan** - Support or intervention is planned

**Do** - The support or intervention is carried out with the student

**Review** - The support or intervention is evaluated and it is decided whether to continue on the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be sufficient to meet the student's needs

5.9 Students and parents are fully involved in the process of identification of a student with SEN. Students with additional needs and their parents are offered the additional opportunity to meet with staff within the Achievement Support department:

- Parents/carers of students with a Statement or Education, Health and Care Plan or who are experiencing major difficulties within the Academy are invited into the Academy on at least 3 occasions within the academic year when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, the lead worker who works closely with a student, or a key member of pastoral staff.
- All parents/carers of students identified with an additional need are invited into our Academies to meet with the SEN team (by arrangement and on parents' request) on at least 2 occasions: parental consultation evening and at the end of the academic year. The Achievement Support department sends letters inviting parents to make appointments at these key times.
- SEN staff are involved in other meetings in school for those students with additional needs, e.g. Early Help meetings, multi-agency meetings, LAC reviews, pastoral reviews. Parents can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

## 6. Managing Students' Needs on the SEND Register

6.1 The needs of students on the SEND register are met by the SEN teams in each Academy. This team draws together expertise from staff with different backgrounds to ensure that the support provided for students is holistic, well planned and best meets their needs in the classroom. Working closely with pastoral teams we hope that support will be effective and ultimately raise the academic progress of all students who require it, including those with an identified special educational need.

6.2 **Most students with SEND** are monitored through our Academy systems. The department looks at the Assessment Point data (AP) of all students and works closely with departments to identify those students who require extra support. Those students who have been identified by class staff, on entry from primary school or by an outside agency as having additional needs that fall under the SEND criteria are recorded on our data management system as having an 'identified need'.

- 6.3 **Some students with SEND** are identified as requiring additional support outside of the classroom to support them in making expected progress. This may be additional academic support, emotional support, or support with their social presentation. These students will be allocated a lead worker, a named person to support them in all areas. They will also have an SEN Plan. This is a person-centred plan that highlights to staff how the student can be best supported and has targets that a student should meet to enable better progress in the Academy. The lead worker supports them in meeting these targets which should be planned and reviewed at least 3 times a year. All work is overseen by the SENDCo or member of the Academy's SEN leadership team. These students are recorded on our data management system as receiving 'in school provision'.
- 6.4 **A small number of students with SEND** are receiving intensive support within our Academies or have an Education, Health and Care Plan. They may also be working with an outside agency, e.g. CAMHS. These students will be overseen by the SENDCo and will be receiving a large amount of support from the SEN team. The SENDCo supports them in meeting the targets set which should be planned and reviewed at least 3 times a year; targets set should link to the targets set in the EHC (if applicable). These students are recorded on our data management system as 'K - receiving SEN support' or as 'E - Education, Health and Care Plan'.
- 6.5 In all cases either the SENDCo or a lead worker assigned by them is responsible for completion of SEN plans and for meetings with parents. They are supported in this work by pastoral and departmental staff. Departmental staff are responsible for evidencing progress towards the outcomes through the school AP cycle.
- 6.6 The placement of students in this system is overseen by the SENDCo and is reviewed termly. Students can be added outside a termly review cycle if this is appropriate.
- 6.7 The level of provision for students with SEND is outlined in each Academy's local offer and in their SEND information report

[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org), Brinsworth and Dinnington

<https://localoffer.derbyshire.gov.uk/#!/directory> Eckington

- 6.8 It is also outlined below, in tiers of support. The provision is identified (as appropriate) from the following tiers. Provision should not be tried from the next tier up until all appropriate support from the tier below is attempted and proved to be ineffective in enabling students to access quality first teaching:

### **Whole School**

- Access to a broad, balanced curriculum
- High quality facilities
- Access to staff expertise from within the Academy and the MAT
- SEN support/advice
- Access to support from the pastoral system (as appropriate)
- Differentiated curriculum planning, work and delivery
- Increased visual aids, visual timetables
- Student subject tracking - AP
- Parental reviews
- Looked After Child reviews
- School counsellor access
- After-school clubs
- Children's Services input
- Access to the school nurse and wider health professional support
- Educational Welfare Support

### **SEN Support Tier 1**

- Small group working with teacher/teaching assistant
- Withdrawal groups
- Multi-sensory teaching
- Group use of ICT programmes
- Wave 2 intervention in literacy and maths
- In-class support
- Engagement and intervention input
- After school support clubs
- Small group working
- Targeted differentiation
- Home/school programmes in partnership with parents/carers
- SEN monitoring with follow up from a member of the SEN team
- Access to a counsellor/mentor (by referral from pastoral staff)

### **SEN Support Tier 2**

- 1:1 working
- Small group teaching
- Signposting and delivery of Targeted Wave 3/4 intervention
- Individual access to IT programmes and provision
- Individual access arrangements and support for examinations
- Learning Support advice
- Behaviour Support advice including attachment issues
- VI advice (visual)
- HI advice (hearing)
- Physical disabilities advice – OT, Physiotherapy
- Speech and Language advice
- Referral to CAMHS support
- Health Services support
- ACT support
- Educational Psychologist support
- PSP, risk assessments
- Thrive and Theraplay (emotional wellbeing)
- Achievement Plan if required
- Multi-agency advice/input
- Lead worker to oversee school support and work with student on targets for improvement
- Therapeutic Opportunities

### **Education, Health and Care Plan**

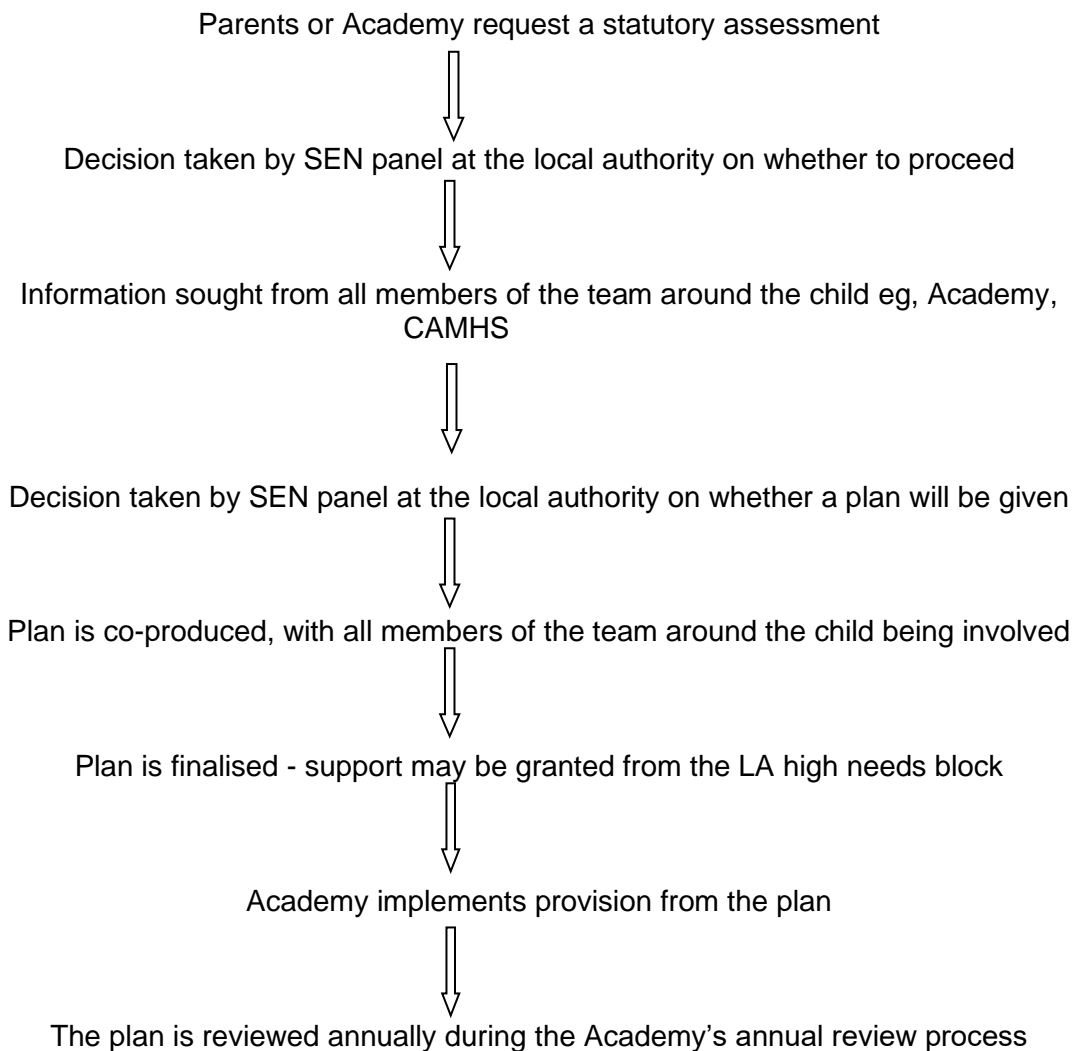
- Statutory Annual Review meetings
- EPS advice/assessment
- Achievement Plan
- Enhanced multi-agency advice/input

6.9 If it is felt that a student's needs cannot be met through our own provision, we will discuss this with the parents and student before requesting appropriate support and advice from outside agencies. Support is also sought from the Academy's commissioned educational psychologist who identifies strategies to help us meet a student's needs.

6.10 Additional support of this type is engaged by the Academy in these instances following internal 'team around the child' discussions, and all applications are made with the agreement of the SENDCo.



6.11 An Early Help assessment may be used to draw together all information from outside agencies before making a referral to the local authority and making a request for a statutory assessment for an Education, Health and Care Plan. Additional funding through the LA high needs block is also granted in this way, or through the annual review process for a student already granted an Education, Health and Care Plan.



## 7. Criteria for Exiting the SEND Register

- 7.1 The SEND register is reviewed termly and students exit if:
- Their needs are being met by quality first teaching in the classroom
  - They are working at their expected level of progress
  - When provision provided is reviewed, it is not felt that they require any additional SEN support for their learning.
- 7.2 We support all students with SEND regardless of their placement on the SEND register by:
- Offering a vocational pathway at KS4
  - Group in-class support in classes where this is necessary
  - Pastoral support by a Head of Year and/or Assistant Head of Year and/or form tutor

- After-school clubs to support homework completion, numeracy and literacy
- Appropriate intervention in literacy and numeracy

## **8. Supporting Students and their Families**

- 8.1 Support for students and their families in each Academy is provided by the SEN team and wider pastoral systems.
- 8.2 Access arrangements for exams is the responsibility of the SENDCo and the exams officer within each school. They ensure all students who require exam access are granted this by making an application to JCQ. Responsibility for the provision of exam access arrangements lies with the class teacher for day to day teaching and assessments and the exams officer, with support from the SENDCo, for exams.
- 8.3 Support at transition is provided by the SEN teams working alongside the relevant pastoral leaders. We believe that all transitions should be supported, and many have elements that are bespoke to the young person and their needs at that particular time. Further information regarding support at various transition points can be found in each academy's SEND information report which can be found on each academy's website.

## **9. Supporting Students at School with Medical Conditions**

- 9.1 We recognise that students at each Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, we will comply with our duties under the Equality Act 2010.
- 9.2 Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision and, where this is the case, we will comply with our duties under the SEND code of practice (2014).
- 9.3 Within our Academies, students are supported by staff with the relevant first aid training. The Trust has an appointed Health and Wellbeing Officer who is a trained nurse. Their role is to support the school in the co-production of medical care plans with NHS colleagues. She will also support the Academy in following all care plans and procedures recommended by other professionals. The SENDCo liaises with and works alongside the Health and Wellbeing Officer to ensure that, where a student has medical and SEN needs, these are met in a cohesive manner; for these students a joint health and learning plan may be written.
- 9.4 A copy each Academy's policy on managing the medical conditions of students can be viewed on the Trust's website.

## **10. Monitoring and Evaluation of SEND**

- 10.1 We monitor the quality of the whole school provision received by all students (including those with SEN) as part of our Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes. Our rigorous evaluation and monitoring of teaching and learning and student progress promote an active process of continual review and improvement of provision for all students.

10.2 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

## 11, Training and Resources

11.1 The funding for provision of support for the students on the SEN cohort is provided by each Academy from its notional budget. Any support provided up to an overall cost of £6,000 is funded in this way. A small number of students have provision costing in excess of this amount and, through the local authority high needs block and provision outlined in a Statement/Education, Health and Care Plan, exceptional needs funding is granted to top up the Academy's notional funding.

11.2 All staff have received training in working with students with SEND. This is part of our ongoing training programme.

11.3 Specialist training in which staff have participated has included:

- Manual handling training
- Safeguarding and Safer Recruitment training
- Thrive and Theraplay training
- Trauma informed academies and attachment

11.4 In order to maintain and develop the quality of teaching and learning and ensure classroom provision responds to the strengths and needs of all students, all staff are encouraged to undertake training and development.

11.5 All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place for students with SEN. It also outlines provision and practice that support these learners and outlines the needs of individual learners.

11.6 The SENDCo regularly attends local authority network meetings and is a member of relevant professional bodies to ensure she is up to date with local and national updates in SEND.

## 12. Roles and Responsibilities

12.1 The following people have a responsibility for students with SEND within the Trust:

- **Director of SEND (Trust)** - Hilary Cook  
Strategic lead on support for students with SEND, overall responsibility for all students with SEN.
- **Named SEND Trustee(s)** – Andrew Cockayne / Laura Hutchinson  
Link between the Board of Trustees and Academy Local Governing Bodies on all matters regarding students with SEN.

Each Academy has a named SENDCo and SEN advocate on SLT, alongside a named SEN Governor.

These are named in each Academy's SEN information report.

- 12.2 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual students with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.
- 12.3 The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENDCO works with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high-quality teaching.
- 12.4 The SENDCO plays an important role with the Principal and Governing Body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

### **13. Storing and Managing Information**

- 13.1 All information regarding to students with SEND is stored alongside other students in the main Academy file kept securely in the pastoral areas of each Academy.
- 13.2 Information relating to an exam access arrangement is stored in the SEND (exam access office) and is available to be viewed by JCQ inspectors at any time.
- 13.3 In accordance with data protection requirements, all information pertaining to students with SEND is kept securely. Access to this personal information will be provided to students/parents, Trust colleagues in accordance with general Trust policies and in keeping with the General Data Protection Regulations (GDPR). Handwritten notes and electronic copies relating to students with a special educational need are kept for a period of 7 years from their 18<sup>th</sup> birthday. This period can be extended at the request of the student/parents if, for example, he or she is continuing to study.

### **14. Accessibility**

- 14.1 The Disability Discrimination Act places a duty on all Academies to increase the accessibility of Academies for students with a disability and to implement a planned cycle of improvement in this area.
- 14.2 Our written disability access plan can be found on the Trust/Academy's websites.
- 14.3 Written information can be made available to all parents, carers and students in an accessible format. If this needs adaptation, it will be provided in a reasonable time frame.
- 14.4 LEAP MAT Academies are open access sites and all parents and carers can speak to reception staff at any time during the school day. Appointments to see key staff should be made in this way or by telephone contact with the Academy. An appointment with a requested member of staff will be made in a reasonable time frame.

## **15. Dealing with complaints**

- 15.1 All general concerns should be through the child's class teacher or form tutor who will work with their Head of Department/Pastoral colleagues to ensure any concerns are addressed in a timely fashion.
- 15.2 If the concern is regarding the provision for a child's SEND then concerns should be raised with the SENDCo.
- 15.3 If parents/carers feel that their concerns are not dealt with to their satisfaction, they should contact the SLT member with responsibility for SEND
- 15.4 If parents/carers remain concerned about any aspect of the provision for their child's education, they should seek to raise this with the Principal, if the situation still remains unresolved, consult the Trust's website for information on how to make a formal complaint.

## **16. Bullying**

- 16.1 We define bullying as the wilful, conscious desire to insult, hurt, threaten or frighten someone. It can take place anywhere, over a period of time, perpetrated by an individual or by a group. To do this the bully/bullies generally have some power over the victim.
- 16.2 The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from the presumed norm. This can be because of a special need. Bullying can take many forms. It can be short or long-term and can take place anywhere, openly or covertly.
- 16.3 It can take the form of physical, verbal or psychological attacks of a more subtle nature. We are aware that bullying must be tackled on two levels: by focusing on preventative work but also by responding appropriately when incidents do occur.
- 16.4 We work hard to improve behaviour and encourage children and young people to manage their own behaviour positively. We teach students that, as well as having rights, the choices they make will also bring responsibilities.
- 16.5 A copy of our anti-bullying policy can be viewed in full on the Trust's website
- 16.6 Particular work is done to prevent the bullying of students with SEND by our SEN teams. Specific work is outlined in each Academy's SEN information report.

## **17. Reviewing this policy**

- 17.1 The SEND policy is reviewed annually as part of the Trust's regular policy review process. If major changes occur to the way we are working with SEND, the policy may be reviewed outside this review cycle.