



Special Educational Needs & Inclusion Policy

Type of Policy	MAT Policy to adopt in full ✓ MAT Policy to use in conjunction with Local Academy LGB Policy Local Academy LGB Policy
Review Frequency:	Annually or in response to change in legislation or Government Policy In consultation with all out stakeholders. MAT staff, students and parent/carers.
MAT Approval Body:	TBC
MAT Director Responsible:	[TBC]
Date of Last MAT Review:	26 th May 2016
Date of Next MAT Review:	25 th May 2017
Other People:	[Name and role of other key person or people required to ensure adoption and implementation of the policy across the MAT]
Appendices:	A: The Exceptional Education Trust: A Graduated Approach to SEN and Underachievement B: SEN Complaints
Related Legislation:	The Children and Families Act: Section 69; The Special Educational Needs and Disability Regulations 2014; SEND Code of Practice: 0 to 25 years. DfE, Jan 2015; Schools SEN & Disability Information Report Regulations (2014); Equality Act 2010 (Specific Duties) Regulations 2011; Equality Act 2010 and Schools: Departmental Advice for school leaders. School staff, governing bodies and local authorities. DfE, May 2014 Statutory Guidance on Supporting students at school with medical conditions (April 2014); Safeguarding Policy Accessibility Plan Teachers Standards (2012)
To be Read in Conjunction with Exceptional MAT or Academy Policy:	Safeguarding Policy Equality and Inclusion Policy Teaching and Learning Policy Complaints Procedure

Signed by the Chair of Board of Directors on behalf of The Exceptional Education Trust: Date:

No of Pages in addition to this Cover Page: 9

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1. Introduction

- 1.1 The purpose of this policy is to ensure that individual Academies within The Exceptional Education MAT have clarity in relation to provision for students with special educational needs or a disability.

2. Aims

- 2.1 The aim of the policy is to ensure that all students who attend the Academies within the Exceptional Education Trust will have access to the highest quality education possible and be fully included in all aspects of school life.
- 2.2 To maintain the good reputation of The Exceptional Education Trust and its Academies that belong to it by implementing this policy fairly and consistently in all instances to limit any complaint against the Trust of the Academies within it.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have a SEN & Inclusion Policy in place and that there is fairness and consistency across the MAT Academies.
- 3.2 The Local Governing Body (LGB) of the Academy is responsible for adopting a clear SEN & Inclusion Policy and its provision. The Governing Body will ensure that the school is meeting all their statutory obligations with regard to SEND and Inclusion and set out in The 0-25 Special Educational Needs and Disability Code of Practice 2014. The Governor responsible for SEND & Inclusion will be named on the cover page of this policy. In addition, it is the responsibility of the LGB to act consistently and fairly when dealing with appeals or complaints in relation to this policy.
- 3.3 The Principal is responsible for ensuring that working arrangements allow for the full implementation of the SEN & Inclusion Policy, that all employees are aware of the policy and related procedures and comply with legal requirements. The Principal is also responsible for the line-management of SEN.
- 3.4 The Special Educational Needs Co-ordinator (SENCO) is responsible for ensuring that the SEN & Inclusion Policy is adhered to and that all students are fully included in all aspects of school life. The SENCO will be directly line-managed by the Principal.
- 3.5 All Staff are responsible for ensuring their familiarity with and understanding of the SEN & Inclusion Policy and comply with it when carrying out their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy.

4. Policy Statement

- 4.1 The Academy will have a Special Needs Co-ordinator (SENCO) who will be line-managed by the Principal. The SENCO will have completed the NASENCO award.
- 4.2 The Academy will have a Local Governor specifically appointed to oversee SEN and its provision.
- 4.3 The Academy takes a whole school inclusive approach to students with special educational needs and disabilities (SEN), recognising that the aims of the school are the same for all students whatever their abilities.
- 4.4 The Academy is committed to providing an appropriate and high quality education to everyone within its community. We aim to address a wide range of needs of students with SEN by striving to give **every** student, **every** day, **every** opportunity to succeed and achieve their best. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our students.
- 4.5 Within the Academy, every young person is equal, valued and unique. We aim to provide an environment where all our students feel safe and develop the emotional resilience they need to

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become successful, independent learners. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

4.6 We believe that early identification, assessment, appropriate provision and its impact on students' progress, both in terms of academic achievement and social and emotional development, will enable them to make a successful transition into adulthood. We also believe that families have an important role to play in achieving this aim so ensure there are regular formal opportunities for review of each student's progress and provision.

4.7 Our core objectives are

- To ensure equality of provision for young people with special educational needs and disabilities (SEN).
- To provide full access for all young people to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable students with SEN to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEN.

5. SENCO Duties

5.1 The Academy SENCO will:

- manage the day-to-day operation of the policy.
- co-ordinate the provision for students with SEN and disabilities.
- maintain the SEN list and regularly update the SEN provision map.
- maintain resources and specific interventions to ensure appropriate provision is made.
- track progress using school-based and statutory assessment data.
- complete referrals to outside agencies when required .
- complete relevant documentation required for additional funding for students at SEN Support, those with an EHC plan or Additional Top-Up Funding.
- support and advise colleagues.
- monitor and evaluate the SEN provision and report to the governing body.
- act as a link with outside agencies.
- liaise with the designated teacher where a looked after student has SEN.
- advise on the graduated approach to providing SEN support.
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- liaise with parents/carers of students with SEN.
- provide 3 SEN reviews for students with SEN and their families per academic year.
- liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- be a key point of contact with external agencies, especially the LA and its support services.
- liaise with potential future providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- work with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations.
- ensure that the school keeps the records of all students with SEN up to date.
- will line-manage the SEN Team.

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6. Definition of SEN

6.1 The Academy recognises the definition given in the SEN Code of Practice - that a student has a SEN if they have a learning difficulty or disability if he/she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions.

7. Categories of Need

7.1 SEN is broadly categorised in four key areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

7.2 A student's SENs may fit into more than one of the categories.

7.3 The following are **NOT** considered to be reasons for placing a student on the SEN register although they may impact on progress and achievement:

- Disability
- Having a disability in itself does **not** mean that a student will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of students with a disability. However where the disability impacts on a student, such that they have a 'significantly greater difficulty in learning than the majority of others of the same age', a decision may be made to place them on the SEN register.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural needs. With regard to behaviour, we aim to identify the underlying causes of behaviour in order to identify SEN rather than focusing on the behaviour itself.

7.4 The purpose of identification of SEN is to work out what action needs to be taken and what provision should be made for a young person; it is not simply a process of finding a label. This will involve considering the needs of the student as a whole, not just their SEN.

8. Identification, Assessment and Review Arrangements: A Graduated Approach to SEN

8.1 SEN support at Academy comprises of a four-part cycle.

8.2 The identification of SEN is built into the overall approach to monitoring the progress and development of **all** students in school. **All** teachers are responsible and accountable for the progress of students with SEN in their classroom. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

8.3 Subject teachers, along with key senior and middle leaders in the school, make regular assessments of progress for all students. With regard to the identification of SEN, this monitoring seeks to identify students who are making less than expected progress given their age and individual circumstances.

8.4 Less than expected progress is defined as progress which

- 1) Is significantly slower than that of their peers starting from the same baseline
- 2) Fails to match or better the child's previous rate of progress

- 3) Fails to close the attainment gap between the student and their peers
- 4) Widens the attainment gap

8.5 Stage 1: Assess

Teachers, support staff and the SENCO will carry out a clear analysis of a student's needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the student's area of weakness. Where appropriate, outside professionals will help to inform the assessment. Where a student is identified as having SEN so needs to be placed on the register for 'SEN Support', parents/carers will be informed and asked to contribute to the initial assessment of needs. Students are at the centre of this process, so their views will be sought on what they find difficult and what helps them to learn more effectively. The Provision Map for each individual student is recorded in a provision management system which identifies:

- personalised SMART targets
- personalised success criteria to evaluate the effectiveness of the provision for the individual student
- costings.

8.6 Stage 2: Plan

At the initial assessment and termly progress review meetings, the SEN team will work in collaboration with students and their parents/carers to agree what additional provision needs to be offered to facilitate progress towards agreed targets and ensure the student is fully included in all aspects of school life. All adjustments, interventions, support and a review date will be agreed with staff, parents/carers and student. This will be recorded in the school provision management system.

8.7 Stage 3: Do

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. The SENCO will ensure that subject teachers are aware of the nature of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention. This is to enable subject teachers to support the transference of skills to the classroom context and be involved in assessing impact.

8.8 Stage 4: Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed termly with a member of the SEN team. Subject teachers, working with the SENCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time, despite targeted intervention, the SENCO, in consultation with the student, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy, Whitefields Outreach Teachers, the Social Inclusion Team, Occupational Therapy, the Early Intervention and Prevention Service and, when appropriate, Social Services and the Looked After Children Team.

8.9 The Process is summarised in Appendix A

9. The Waltham Forest Education, Health and Care Pathway

9.1 Where a student is identified as needing provision beyond the nationally prescribed threshold (currently £6,000), the school can make a referral to the Education, Health and Care Pathway. This page provides an overview on how referrals are managed. Comprehensive information for parents/carers can be found via:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

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9.2 The SENCO will make a referral to the SEN Team and provide evidence of the action taken as part of SEN support.

9.3 Referrals can also be made by:

- Parents/carers
- Young people (over the age of 16)
- professionals

9.4 If there is agreement that a referral for an EHC assessment or additional top-up funding may be appropriate, a meeting with the student, parents or carers, the SENCo, SEN Officer and any other professionals involved with the student, will be held to discuss:

- the IEP
- what is working and what is not working for the student
- what matters to the student and what is important for the student
- what support is in place and what is needed for the future
- the eligibility criteria
- whether further assessments and support can be provided through the Local Offer
- whether a statutory or non-statutory plan is required.

9.5 The following evidence will need to be provided for the meeting:

- evidence of the student's academic attainment and rate of progress (progress measured through school data)
- information about the nature, extent and context of the child or young person's SEN (including the CAF and any assessments from external professionals)
- evidence of the action already being taken by the school to meet the child or young person's SEN (the provision map)
- evidence that where progress has been made, it has only been as the result of additional intervention and support that is over and above what is usually provided (£6,000)
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals.

The eligibility criteria for EHC assessment is decided by considering all of the following:

- whether the student has severe and/or complex long-term needs that affect their everyday life.
- whether the student requires provision and resources that are not normally available in the school setting.
- whether the student requires intensive help and support from more than one agency (e.g. Health/Education/Care or Health/Education, Education/Care).
- whether, despite high levels of support, the student is making limited or no progress.
- whether there is evidence of a graduated response; i.e. appropriate interventions, support and resources available through the Local Offer have already been put in place and the expected progress has not been made.

9.6 If it is clear that the student's needs are severe and complex and the student meets the eligibility criteria, support will be considered as high needs and a statutory EHC assessment will be started following the meeting without delay.

9.7 If it is not clear and additional funding is required, the SEN Officer will take the outcomes of the meeting and recommendations to the multi-agency SEND panel to make a final decision.

10. Criteria for Exiting the SEN Register

10.1 A student may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:

- they no longer have a significantly greater difficulty in learning than the majority of others of the same age, or

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- their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

10.2 This decision will be made in discussion with the student and their parents/carers or carers at a review meeting. However, their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

11. Working with Parents/Carers and Families

- 11.1 Academy values the important role that parents and carers play in their child's education. Parents or carers are always informed when their son is placed on the SEN register and Parent Partnership Service information is given to them.
- 11.2 Details of organisations can be found at:
<http://www.walthamforestparentforum.com/>
<http://www.walthamforest.gov.uk/pages/services/parent-partnership.aspx>
- 11.3 Parents or carers are fully involved in the assessment and review process which is outlined on page 9 of this policy. Interpreters are arranged for those who require translation during meetings.
- 11.4 The Heads of Year are fully involved in supporting students with SEN in a variety of ways, including regular monitoring of their participation in learning; monitoring their progress at the end of a reported cycle; liaising with form and subject teachers; liaising with parents/carers; and meetings with outside agencies, as appropriate. They contribute to Code of Practice review meetings. The Common Assessment Framework (CAF) is used to coordinate support for students and their families who have a range of needs.

12. Medical Conditions

- 12.1 Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. The school policy for Supporting Students with Medical Conditions can be found on the website or a hard copy requested from the school.
- 12.2 Where a student also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

13. Accessibility

- 13.1 We are committed to providing fully accessible environments which value and include all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 13.2 We will work to ensure the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students. This covers teaching and learning, and participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.

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- Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

14. Monitoring and Evaluating the Success of Provision

- 14.1 A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEN
- regular observation of teaching by the middle and senior leadership team;
 - analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all students;
 - assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those students who are withdrawn for targeted interventions;
 - success rates in respect of individual targets;
 - monitoring by the governor with responsibility for SEN;
 - the views of parents/carers and students;
 - regular meetings between SENCO and senior leaders;
 - Provision Management which used as a basis for mapping individual provision and monitoring the impact of interventions.

15. Access to the Curriculum

- 15.1 All teachers are responsible and accountable for the students of SEN in their curriculum
- 15.2 Academy offers a broad, balanced and relevant curriculum that is differentiated to enable all students to access the learning. In planning and teaching, teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the lessons, students with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some students are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.
- 15.3 Students with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

16. Staff Training

- 16.1 In order to ensure that staff are well equipped to ensure that all students are able to access the curriculum and included fully in the life of the school, staff are provided with opportunities for Continuing Professional Development (CPD) as part of the whole school programme. The SENCO ensures that staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training.
- 16.2 Newly qualified teachers are offered support and in school training by the SENCO and new members of SEN Team are inducted and trained by experienced members of the team, which includes a clear induction package; opportunities to shadow support staff; and a training programme which focuses on key areas for development for the team as a whole.

17. Complaints Procedure

- 17.1 Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the SENCO attempts to resolve matters, then if required the Principal becomes involved.

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- 17.2 If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 29 of the Education Act 2002 to make a complaint. The Governing Body of the individual school will consider the complaint, after which, if necessary the EET and then LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.
- 17.3 Complaints relating to SEN will begin at Stage 2 of the complaints procedure outline in the and move through to Stage 4 if unresolved, after which the complaint would move to the Local Authority. This process is summarised here:
1. Parent/Carer writes to the Principal, sets out to resolve the issue and inform the parent/carers in writing of the outcome and actions
 2. If not satisfied with the outcome the parent/carers writes to that effect to the Principal, who present the complaint and what has been done to the Chair of the LGB. A solution is agreed and the parent/carers informed.
 3. If still not satisfied, the parent/carers writes to the Clerk to the local LGB and a hearing of a Complaints Panel, which will include the Governor responsible for SEN. The panel makes recommendations.
 4. If still not satisfied the parent/carers complains to the Local Authority.
 5. If the situation is not resolved by the local authority to the parent's satisfaction, they may also consider complaining directly to Ofsted, or the DfE.

18. SEN Information Document

- 18.1 This report will be found on the Academy website and will outline the provision it makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

19. Data Protection

- 19.1 The Academy endorses fully the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual. Information on students with SEN is stored and managed in line with the Academy's individual school's Policy on Data Protection. Disclosure of information held about students will be shared with external agencies when those professionals are involved in supporting a student. Parents/carers will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.

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APPENDIX A: The Exceptional Education Trust: A Graduated Approach to SEN and Underachievement

