



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Date reviewed: November 2024  
Next review by: November 2025  
Person responsible: Chief Education Officer

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## 1. Vision and Values

Our approach to SEND is in keeping with the Trust's aims, teaching and learning development, and our commitment to equality of opportunity. The Trust is committed to a policy of inclusion valuing all students equally: one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs and/or disabilities. The culture, practice, management and deployment of the Trust's resources are designed to ensure all students' needs are met. SEND children and young people are not viewed as a separate entity but are part of the whole Trust approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum to ensure that all students' needs are met, and they have the opportunity to fulfil their potential.

- To ensure that all students, whether or not they have SEND or a disability, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any student who may have special educational needs or a disability.
- To help every student or young person realise their full potential and *achieve their best*.
- To enable all staff to play a part in identifying SEN students or students with a disability and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole Trust community to demonstrate a positive attitude towards SEN and disability in accordance with the implementation of the Trust policy.
- To encourage an effective parent partnership in developing and implementing a joint learning approach between home and the Academy.
- To encourage and support children to participate in all decision-making processes that occur in their education so that their views are sought and taken into account.
- To follow the SEND Code of Practice which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- To help secondary age students with SEND make a successful transition to adulthood.
- To comply with the Equalities Act 2010.

## Legislation and Guidance

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

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

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

## 2. Definition of Special Educational Needs

Young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of people of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for people of the same age in schools within the locality.

Young people must not be regarded as having a learning difficulty solely because the language or form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- Educational provision, which is additional to or otherwise different from, the educational provision made generally for people of their age in similar local schools, other than special schools. Section 312, Education Act 1996

The SEND Code of Practice 2014 states the following as a definition of Special Educational Needs and Disability: A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

We aim to ensure that higher quality teaching is regularly available to the whole class so that fewer students will require such support.

## 3. Definition of disability

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- Substantial is defined as 'more than minor or trivial'.
- Long-term is defined as '12 months or more'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children or young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 states that reasonable adjustments, including the provision of auxiliary aids and services, must be made to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## 4. Fundamental Principles

The SEND Code adheres to the following principles:

- A young person with special educational needs or a disability should have their needs met.
- The special educational needs of young people or those with a disability will normally be met in the mainstream setting if possible.
- The views of the young person should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education.

- Young people with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- The Trust academies will not discriminate SEND students in admissions, in any aspect of school/academy life or in exclusion from the school/academy.
- Each academy will develop an accessibility plan.

There will be key individuals within each academy who share a responsibility for those students identified as having SEND.

- A senior leader with responsibility for SEN and disability;
- The Headteacher/Principal;
- The Special Needs Co-ordinator (SENDCo);
- Progress Leaders/Heads of Year/House Leaders;
- Subject Leaders;
- Class/Subject Teachers;
- Teaching Assistants

The SENDCo, in collaboration with the Principal/Headteacher and Trustees/LGBs are responsible for:

- Overseeing strategic development and SEND policy and provision to raise achievement of SEND students.
- Co-ordinating provision for students with special educational needs.
- Developing effective ways of overcoming barriers to learning, and sustaining effective teaching through analysis and assessment of students' needs by; monitoring the quality of teaching and standards of students' achievements and by setting targets for improvement.
- Collaboration with curriculum/subject leaders and pastoral colleagues, to ensure that learning for all students is given equal priority and that available resources are used to maximum effect.
- Leading and managing colleagues with specific responsibilities to support SEND students.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authorities (LA) support and educational psychology services, health and social services, medical services and voluntary bodies where appropriate.

The Headteacher/Principal and the Local Governing Bodies will delegate the responsibility for the day-to-day implementation of SEND to specific staff in each academy. These are given in Appendix 1. The SENDCo at each academy will have qualified teacher status and undertaken adequate and appropriate training in line with SENDCo qualifications.

## **The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and Responsibilities

### The SENCO

The SENCO of each school in the trust will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher/Principal and SEN trustee and/or local governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher/Principal and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher/Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher/Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher/Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Board of trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans

- › Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND
- › Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

## **The SEND trustee/local governor**

The SEN trustee and/or local governor will:

- › Help to raise awareness of SEND issues at board/local governing body meetings
- › Monitor the quality and effectiveness of SEND provision within each school and update the board on this
- › Work with the headteacher/Principal and SENCO to determine the strategic development of the SEND policy and provision in each school

## **The headteacher/Principal**

The headteacher/Principal will:

- › Work with the SENCO and SEND trustee and/or local governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and trustees and/or local governor to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Class teachers**

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them



- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

## Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 5. Accessibility arrangements

Please see each school's accessibility plan which shows how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

All Trust buildings have:

- wheelchair access;
- lifts;
- toilet facilities for disabled people;
- evac chairs for emergency evacuation of the staircases;
- classroom entrances/doors designed for SEND students.

## 6. Admission arrangements

Trust academies will admit students with already identified special educational needs and disabilities who do not have an EHC plan, and will identify and provide for students not previously identified as having SEND. Admission authorities may not refuse to admit a child or young person who does not have an EHC plan because they feel unable to cater for their special educational needs or disability. Students with special educational needs but without Educational, Health Care Plans (EHCPs) will be treated as fairly as all other applicants for admission. We consider applications for children who have SEND but no EHCPs based

on each academy's published admissions criteria. We consider such children as part of the normal admissions procedure.

## 7. Number of students with SEND

The SEND Report to Trustees/Governors should record the number of students on each academy's SEND register.

## 8. Academy Responsibilities

- Curriculum entitlement
  - All students, including those with SEND, will have access to a broad and balanced curriculum. The culture, practice, management and deployment of resources in a Trust academy or setting are designed to ensure that all students' needs are met.
- Allocation of funding to and between students with SEND
  - Students with Educational, Health Care Plans receive support from the SEND budget, calculated by the national/local formula.
  - Each academy also makes provision from its delegated budget from the Trust and its own funds for students on the SEND register, who mainly receive support within mainstream classes across the curriculum using a variety of strategies. These students may receive support within mainstream classes or targeted interventions outside mainstream classes to improve literacy and numeracy, or to develop their social interaction and/or study skills.
- The Special Needs budget will be used to access resources, support personnel and where necessary adapt the environment in order to allow all students to access the curriculum and fulfil their development potential.
- At some point in their educational career, a number of students may experience difficulties in accessing certain areas of the curriculum but may not necessarily require additional support. These students will normally be supported through differentiation by the class teacher within their normal classroom environment as part of quality first teaching.
- Students on the special educational needs register are entitled to receive help and funding in proportion to their level of need.

## 9. Code of Practice Graduated Response

The Trust adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting students' needs and each academy in the Trust will implement a suitable approach. (See Appendix 2.)

## 10. SEND training for staff

Whole staff training in SEN will be continuously monitored, identified and met through the Trust's and individual academy's CPD provision.

SEND training sessions will be organised as required to meet the current needs of staff and will be led by the relevant staff (e.g., SENDCo, another member of staff or by an appropriate outside agency).

The SENDCo's will attend the appropriate meetings and training as required.

## 11. Inclusion of students with SEND within and beyond the Academy

Wherever possible, all students with SEND will join in all the activities of the Trust with students who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, as appropriate, Academy visits including residential trips, sporting activities, social activities, mealtimes, extra curricula activities and recreation times.

## 12. Curriculum

The SENDCo at each academy will be aware of the standards of achievement of individual students on the SEND register through the academy's procedures for the monitoring of progress and attainment.

## 13. Teaching arrangements for students with SEN or a disability

For the most part, students with SEND will be taught in the classroom alongside their peers. Where necessary, students will sometimes have the in-class support of a Teaching Assistant. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum.

Students who require targeted or personalised interventions may on occasion be withdrawn for work outside the mainstream classroom.

We believe that it is essential that students who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those students with an EHCP will be determined by their individual plan.

## 14. Parent/Carer Partnership

The Trust is committed to developing partnerships where professionals and parents/carers work together in the best interests of their children. We recognise that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are also sought and taken into consideration.

Parents/carers will be fully involved in the decision-making regarding support for their child. Parents/carers will be informed when it is considered that a student's needs are significant enough to be placed on the SEND register.

Regular review meetings will be held between parents/carers, teachers, pastoral staff, the SENDCo and the student as appropriate, to review the student's progress and the programme of learning.

In addition, parents/carers are welcome to contact the Tutor, Progress Leader, Class Teacher (Primary School) or SENDCo whenever they have a concern about their child (at a mutually convenient time). Whenever a concern is shared, it will always be investigated, and the results reported back/discussed with parents/carers.

During any procedure of applying for a statutory assessment (which may lead to an Educational Health Care Plan), parents/carers will be given as much help, advice and support as possible. Where needed, Parents can also seek the support of external agencies such as SENDIAS.

## 15. Relationship with Outside Agencies

- Involvement with Educational Support Services
  - A Trust academy will seek the advice of specialist advisory teachers and agencies as and when necessary. The Senior Attendance Officer and the Educational Psychologist come into academies along with other agencies as appropriate.
  - Where necessary, an academy will refer a child to an external specialist after consultation with parents.

- Links with medical, social and voluntary organisations
  - The Trust has appropriate contact via the LA local offer with health professionals, nurses, doctors, speech & language therapists, physiotherapists and occupational therapists. An academy may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate. We will provide them with any relevant information requested, with the parents'/carers' permission.
- Links with Special/Mainstream Schools/Academies
  - Whenever any student transfers to another school/academy, including special schools/academies, the Trust will pass on all relevant information. In addition, for SEND students, there will also be dialogue between the relevant SENDCo and/or senior members of staff.
  - The SENDCo or other relevant member of staff will discuss the needs of Year 6 students on the SEND register with the SENDCo of the school/academy from which the students are transferring.

## 16. Complaints about SEND provision

Where parents have concerns about our SEND provision, they should first raise their concerns informally with the class teacher/SENCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will be handled in line with the trust's/school's complaints policy [insert link to complaints policy here].

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

You can request mediation by contacting **MK SENDIAS Service contact information**

- 01908 254518
- Email

[contact@mksendias.org.uk](mailto:contact@mksendias.org.uk)

## 17. Monitoring and evaluating the success of the Trust's SEND provision

The SENDCo will:

- assess individual students with SEND;
- review provision for SEND students;
- report to the relevant senior leader in the academy.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

The implementation will be monitored and evaluated annually by:

- each academy's senior leadership team and SENDCo;
- advisors, inspectors, external specialists and governors/trustees;
- the assessment of individual students with SEN or a disability;

The implementation will, where necessary, be revised in light of these evaluations. This policy will be reviewed annually by the Chief Education Officer. It will also be updated when any new legislation, requirements or changes in procedure occur.

This document should be read in conjunction with all other Trust and individual academy policies.

## 18. Links with other policies and documents

This report links to our Special Educational Needs policy, as well as:

- Academies SEND Information reports
- Academies Local Offer information
- Milton Keynes Local offer report
- Accessibility plan
- Behaviour policy
- Supporting children with medical conditions policy
- Equality information and objectives
- Attendance policy
- Complaints policy

## Appendix 1 – Specified academies’ staff with SEND responsibilities

### 5 Dimensions Trust

- SEN Transition Lead – Mrs M Barstow-Nazli

### Emerson Valley School

- SENDCo - Mrs A. Protheroe

### Merebrook Infant School

- SENDCo - Mrs A. Protheroe

### Priory Rise School

- Lead SENCo – Mrs V Snell
- Part time SENCo – Mrs C Kalek

### Shenley Brook End School

- SENDCo – Mrs N Partridge
- Special Educational Needs Teacher – Ms S Butler
- Assistant Headteacher with responsibility for Safeguarding – Ms J Hearty

### The Hazeley Academy

- Head of School – Miss T Whiteman
- SENDCo – Miss N Lord
- Assistant SENDCo – Mrs A Aguado-Bush

### Walton High School

- SENDCo – Mrs V Berry at Walnut Tree Campus
- SENDCo - Mrs B Templeman at Brooklands Campus

## Appendix 2 – Academies’ Graduated Responses

### Appendix 2.1 - Identifying pupils with SEND and assessing their needs

Staff will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil’s parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

### **Consulting and involving pupils and parents**

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil’s areas of strength and difficulty

- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive special educational provision.

## **The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in an individual plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will 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 teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. 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.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



## **Levels of support**

### **School-based SEN support**

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## Appendix 2.2 - Shenley Brook End School

Students receiving support or interventions that are different from or additional to the normal differentiated curriculum and Quality First Teaching are recorded as K. Those students with an Education Health Care Plan are recorded as E.

Support or intervention at K is triggered through concerns raised by a member of staff, a parent or a student, supplemented by evidence that despite having access to differentiated teaching, pastoral support or equipment:

- little or no progress is being made
- literacy or numeracy skills remain undeveloped
- social, emotional and mental health difficulties persist
- sensory and/or physical problems act as a barrier to learning
- communication and/or interaction difficulties act as a barrier to learning

In the majority of cases a FACT or FACT Plus is completed to help with the drawing up of a SEND Support Plan and/or intervention plan and to identify desired outcomes. This takes place in consultation with staff, parents and the student.

### Links with External Professional Agencies

Following a review of the SEND Support Plan, external agency involvement may be sought with a view to carrying out further assessments or securing specialist recommendations and/or advice. Requests for external agency involvement take place in consultation with parents and students. Parental consent is sought before a referral is made to an external *agency such as these listed below*.

- *Speech and language therapists*
- *Specialist teachers or support services*
- *Educational psychologists*
- *Occupational therapists, speech and language therapists or physiotherapists*
- *General practitioners or pediatricians*
- *School nurses*
- *Child and adolescent mental health services (CAMHS)*
- *Education welfare officers*
- *Social services*

Following external agency involvement, a student's additional SEND Support Plan support plan may be amended to reflect a change in the nature of support or intervention.

### Request for Statutory Assessment

The school may request a Statutory Assessment from the LA when, despite an individualised programme of support and intervention, there remains a cause for concern and the student meets the criteria set out for assessment by the authority. These criteria are set out in the Milton Keynes Local Offer.

A Statutory Assessment can also be requested by a parent or outside agency. Where Statutory Assessment is being sought, the school will provide information that may include:

- FACT and/or FACT+
- interventions and outcomes
- information on the student's health and relevant medical history

- attainment data
- other relevant assessments from specialists such as support teachers and education psychologists
- the views of parents
- where possible, the views of the student
- records of involvement and/or reports from other agencies/professionals

In the majority of cases this information is provided within the student's SEND Support Plan.

### Education Health Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can make from within its delegated resources. A request for Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child and the provision required to achieve these outcomes.

Education Health Care Plans will be reviewed annually.

The aim of the review is to:

- Assess the student's progress in relation to the outcomes on the Education Health Care Plan
- Review the provision made to meet the student's needs and support the achievement of outcomes
- Consider the appropriateness of the existing Education Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and/or long-term outcomes and amendments to provision

The views of the student and parents are an integral part of the review.

The SENDCo attends the Year 6 Education Health Care Plan reviews for students due to join Shenley Brook End School in Year 7 and, when possible, requests involvement in the reviews for students joining the school outside phased transfer times.

The SENDCo invites Year 12 providers to the Education Health Care Plan review of students intending to leave the school at the end of Year 11.

We use the following descriptors to identify those students receiving support or interventions that are in addition to Quality First Teaching. This support or intervention may be at universal, targeted or specialist level.

#### Code SC – School Concern

When a student requires additional support or monitoring over a period of time, they are added to the SEND register as a school concern. The area of need is assessed termly, and relevant interventions put in place following consultation with parents. A student can be removed from the register under this code after the period of intervention or escalated to a K code at the discretion of the SENDCo.

#### Code K – SEND Support

Additional learning needs are identified. These students require interventions that are different from, or additional to, the normal differentiated curriculum. Targeted intervention can be triggered through concern supplemented by evidence that, despite receiving differentiation, teaching students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory / physical problems and make little progress, despite the provision of specialist equipment
- Experience communication and / or interaction problems and make little or no progress, despite experiencing a differentiated curriculum

#### Code E – Educational, Health and Care Plan

These students have been identified as having complex and enduring additional needs and an Educational Health Care Plan has been issued (see below)

#### External Agency Involvement

Following a review of the additional support plan, external agency involvement may be sought with a view to carrying out further assessments or securing specialist recommendations and/or advice. Requests for external agency involvement take place in consultation with parents and students.

Parental consent is sought before any external agencies are involved.

Following external agency involvement, a student's SEND Support Plan may be amended to reflect a change of intervention, provision or support.

#### Request for Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, two cycles of the graduated approach are completed and a Milton Keynes SEND Plan is completed, an individualised programme of sustained intervention, the student remains a significant cause for concern and meets the criteria set out for assessment by the authority. The criteria is set out in the Milton Keynes Local Offer. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will provide information that may include:

- SEND Plan
- FACT and/or FACT +
- Intervention and outcomes
- Attainment data
- Information on the student's health and relevant medical history
- Other relevant assessments from specialists such as teachers and educational psychologists
- The views of the parents
- Where possible, the views of the student
- Records of involvement and/or reports from other agencies / professionals

### Educational Health Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the Academy can offer from their delegated resources. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term and short-term outcomes set in the Educational Health Care Plan
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### Reviews of Educational Health Care Plans

Educational Health Care Plans will be reviewed annually. The SENDCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teachers if necessary
- A representative of the SEN Inclusion and Assessment or EHCP Team if necessary
- The Educational Psychologist if necessary
- The medical professional involved in the child or young persons care, where appropriate
- Any other person the SENDCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the outcomes on the Educational Health Care Plan
- Review the provision made to meet the student's need and support the achievements of outcomes identified in the Educational Health Care Plan
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and /or long-term outcomes and amendments to provision for the coming year

The views of the student and parents are an integral part of the review.

At Key Stage phase transitions reviews, the receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with staff from the receiving school.

Within the time limits set out in the SEND Code of Practice, the SENDCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Educational Health Care Plan.

## Appendix 2.4 - Priory Rise School

At Priory Rise School, children receiving support or interventions that are different from or additional to the

normal differentiated curriculum and Quality First Teaching are recorded as K. Those students with an Education Health Care Plan are recorded as E.

Support or intervention at K is triggered through concerns raised by a member of staff, a parent or a child, supplemented by evidence that despite having access to differentiated teaching, pastoral support or equipment:

- little or no progress is being made
- literacy or numeracy skills remain undeveloped
- social, emotional and mental health difficulties persist
- sensory and/or physical problems act as a barrier to learning
- communication and/or interaction difficulties act as a barrier to learning

Teachers will write an Individual Education Plan which contains outcomes to be worked towards. If further support is deemed to be necessary, this will be outlined in a Support Plan. In both cases, this is done in consultation with parents and the SENCO.

### **External Agencies**

Following a review of the SEND Support Plan, external agency involvement may be sought with a view to carrying out further assessments or securing specialist recommendations and/or advice. Requests for external agency involvement take place in consultation with parents. Parental consent is sought before a referral is made to an external agency. Following external agency involvement, a student's additional SEND Support Plan support plan may be amended to reflect a change in the nature of support or intervention.

### **Request for Statutory Assessment**

The school may request a Statutory Assessment from the LA when, despite an individualised programme of support and intervention, there remains a cause for concern and the student meets the criteria set out for assessment by the authority. These criteria are set out in the Milton Keynes Local Offer. A Statutory Assessment can also be requested by a parent or outside agency. Where Statutory Assessment is being sought, the school will provide information that may include:

- FACT and/or FACT+
- interventions and outcomes
- information on the student's health and relevant medical history
- attainment data
- other relevant assessments from specialists such as support teachers and education psychologists
- the views of parents
- where possible, the views of the child
- records of involvement and/or reports from other agencies/professionals.

In the majority of cases this information is provided within the student's SEND Support Plan.

### **Education Health Care Plan (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can make from within its delegated resources. A request for Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of outcomes for the child and the provision required to achieve these outcomes. Education Health Care Plans will be reviewed annually. The aim of the review is to:

- Assess the child's progress in relation to the outcomes on the Education Health Care Plan
- Review the provision made to meet the student's needs and support the achievement of outcomes
- Consider the appropriateness of the existing Education Health Care Plan in relation to the child's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and/or long-term outcomes and amendments to provision. The views of the student and parents are an integral part of the review. When children reach Year 6, the SENCO from the child's next school will be invited to the Annual Review.

### Appendix 2.5 – Walton High

We use the following descriptors to identify those students receiving support or interventions that are in addition to Quality First Teaching. This support or intervention may be at universal, targeted or specialist level.

#### ***Identification:***

##### **Arbor code N – No longer on the SEND register**

This code is used to identify students who have been on the SEND register and no longer require additional support and have been stepped down by the SENDCo.

##### **Arbor code P – Pending**

Students who are referred to SENDCo and investigations are being undertaken to explore a possible learning need. The student may have a SEND Passport.

##### **Arbor code K – SEND Support**

Additional learning needs are identified. These students may require interventions that are different from, or additional to, the normal differentiated curriculum. Targeted intervention can be triggered through concern supplemented by evidence that, despite receiving differentiation, teaching students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory / physical problems and make little progress, despite the provision of specialist equipment.
- Experience communication and / or interaction problems and make little or no progress, despite experiencing a differentiated curriculum.

All students will have a SEND Passport.

### Arbor code E – Educational, Health and Care Plan

These students have been identified as having complex and enduring additional needs and an Educational Health Care Plan has been issued. An EHCP will normally be provided where, after a Statutory Assessment, the local authority considers the student requires provision beyond what Walton High can offer from their delegated resources. However, Walton High recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term and short-term outcomes set in the Educational Health Care Plan
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### ***Provision:***

#### Transitional Support

At Key Stage 3 all students will be visited at primary school and careful liaison takes place between the SENDCo/representative to ensure that Walton High is aware of need. Students are also invited to spend additional time at their nominated campus to acclimatise to the secondary school setting and meet key people. This is in addition to the programme provided for all Year 6 students.

At Key Stage 5 transition the SEND team support students with their next steps, including completion of application forms, support at interviews/open days, and ensuring they have a CEIAG experience. For new students joining the school they are invited to attend time at their nominated campus and meet with the SENDCO to ensure any needs are met and teachers have the information they require. We ensure continuation of any Exam Access Arrangements by re-testing at the earliest opportunity in Year 12.

#### Student Passport

All students who are on the SEND register have a SEND Passport which identifies the learning needs and provides strategies and advice to all staff who work with them. These are reviewed termly in line with assessment recording and reporting.

We will also provide an additional parent evening each term for SEND parents to meet with the SEND team and discuss academic and social progress or any concerns they have.

#### Additional Intervention

In order to further support students, we work with a range of external agencies to secure diagnostic assessment and provide tailored provision. This is undertaken in consultation with parents and students.

Examples include:

- Specialist teaching team at MK council
- SALT
- CAMHS / Service 6 / MIND
- Milton Keynes Paediatric team
- School nurse

We also provide within Walton High opportunities such as:

- Functional Skills qualification in Maths and/or English to L1/L2
- Nurture group (Walnut Tree only)
- Tutor time intervention for social interactions, literacy, numeracy, writing and reading.
- Read, Write, Inc phonic package
- Access to the Student and Family Welfare Officer
- Use of technology to assist learning in the classroom, eg reading pens, laptops
- Exam access arrangement applications and assessments are completed from Year 9 onwards



### Request for Statutory Assessment

Walton High will request a Statutory Assessment from the local authority when, two cycles of the graduated approach are completed and a Milton Keynes SEND support plan is completed, an individualised programme of sustained intervention, the student remains a significant cause for concern and meets the criteria set out for assessment by the authority. The criteria for Statutory Assessment is set out in the Milton Keynes Local Offer. A Statutory Assessment might also be requested by a parent or outside agency. Walton High will provide information that may include:

- SEND Plan
- FACT and/or FACT+
- Intervention and outcomes
- Attainment data
- Information on the student's health and relevant medical history
- Other relevant assessments from specialists such as teachers and educational psychologists
- The views of the parents
- Where possible, the views of the student
- Records of involvement and/or reports from other agencies/professionals

### Reviews of Educational Health Care Plans

Educational Health Care Plans will be reviewed annually. The SENDCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teachers if necessary
- A representative of the SEN Inclusion and Assessment or EHCP Team if necessary
- The Educational Psychologist if necessary
- The medical professional involved in the child or young person's care, where appropriate
- Any other person the SENDCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the outcomes on the Educational Health Care Plan
- Review the provision made to meet the student's need and support the achievements of outcomes identified in the Educational Health Care Plan
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and /or long-term outcomes and amendments to provision for the coming year

The views of the student and parents are an integral part of the review.

At Key Stage phase transitions, the receiving schools should be invited to attend in order to plan appropriately for the new school year where the school place is known. It also provides parents the opportunity to liaise with staff from the receiving school.

Within the time limits set out in the SEND Code of Practice, the SENDCo will complete the annual review forms and send them, with any supporting documentation, to the local authority. Walton High recognises the responsibility of the local authority in deciding whether to maintain, amend or cease an Educational Health Care Plan.