



ROBERT MELLORS PRIMARY ACADEMY

Special Education Needs and Disability Policy (SEND)

Approving Body	Full Governing Body
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Legislation	The Special Educational Needs and Disability Regulations 2014
Further Information/Guidance	The 0-25 Special Educational Needs and Disability Code of Practice

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Section 1 - Compliance

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

The Equality Act (2010)

Children and Families Act (2014)

Special Educational Needs and Disability Regulations (2014)

Statutory Guidance on Supporting Students at school with Medical Conditions (2015)

Schools SEND Information Report Regulations (2014)

Keeping Children Safe in Education (2019)

Section 2 - Vision and Principles

- RMPA will ensure that it has in place effective policy and practice which will enable students with Special Educational Needs to reach their full potential, to be fully included in the school community and make successful transition to adulthood.
- At RMPA, all teachers are teachers of SEND.
- We believe that all children can be helped to overcome barriers to learning and experience success.

Section 3 - Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Dr Jamila Hussain
- The person responsible for coordinating the day-to-day provision of education for pupils with SEND is Dr Jamila Hussain (SENCO) and Miss Wendy Alenson (Asst SENCO).

The Key Responsibilities of the SENCO:

- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for pupils with SEND
- liaising with the relevant Designated Teacher where a looked-after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

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- liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and the Local Governing Body to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaise and meet regularly meet with the SEND governor and Director of Schools to fulfil monitoring and reporting functions
- ensuring that the academy keeps the records of all pupils with SEND up-to-date.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

Section 4 - Aims and objectives

Aims:

- To provide an inclusive environment ensuring that all children have the opportunity to access the National Curriculum in a broad and balanced way
- To provide a differentiated curriculum appropriate to individual's needs and abilities
- To ensure all children have the opportunity to achieve success

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- To value the individual strengths of all children and use these strengths to enable them to achieve success
- To develop the full potential of each child
- To enable each child to develop the basic skills they will need in order to succeed in adult life
- To ensure the parents and carers of pupils with SEND are involved, where practicable, in decisions affecting future SEND provision

Objectives:

- Identify the needs of pupils with SEND as early as possible
- Monitor the progress of all pupils
- Make appropriate provision to overcome all barriers to learning, and ensure with SEND have access to the National Curriculum
- Work with parents and carers
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone
- Create a school environment where pupils feel safe to voice opinions of their own needs

Section 5 – Definition of special educational needs Four 'areas of need' as stated in the 2014 Code of Practice:

Definition of SEND

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2017). (See Supporting Pupils with Medical Conditions Policy.)

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.

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

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The academy has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

Section 6 - Arrangements for coordinating SEN provision

Arrangements for coordinating SEND provision

1. The SENCO will meet with each Class Teacher/Curriculum Director/Middle Leader (dependent upon setting and staff structure) at regular intervals and at pupil progress meetings to discuss additional needs, concerns and to review their Individual Provision Maps and Individual Education Plans (IEP).
2. At other times, the SENCO will be alerted to newly arising concerns by staff completing Provision Maps and/or flagging concerns.
3. The SENCO will discuss issues arising from these concerns with the appropriate staff members within one week of receiving the form.
4. Reviews will be held every 6 weeks for all pupils on the SEND register.
5. Targets arising from IEP and Provision Map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEND and supports class teachers with curriculum planning.
7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other

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regular quality assurance activities.

8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants/learning mentors throughout the academy. This is funded from the academy's annual budget. The support timetable is reviewed termly by the SENCO, and the management team, in line with current pupil needs. Additional support is funded through individual allocations (Higher Level Needs), these are bid for from the local authority.
9. Support staff, class teachers, middle leaders, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and assessment arrangements, monitoring and review procedures

SEN support in school

The SEN Support and the Graduated Approach (Nasen, 2014) provides our academies with the key guidance for developing an approach for SEN support. This support arises from a four-part cycle.



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

Assess

In identifying a pupil as needing SEN support the class or subject teacher/leader, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the academy's core approach to pupil progress,

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attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Academies should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

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

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

Plan

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the academy's information system.

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

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

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

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

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

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

Involving specialists

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

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

The academy will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include academies commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children and young people with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists). The SENCO and class teacher/form tutor, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress. They should agree the

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outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting an Education, Health and Care (EHC) assessment

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

Inclusion of pupils who are looked after in local authority care

The academy recognises that:

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

- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:
 - o Placement instability
 - o Unsatisfactory educational experiences of many carers
 - o Too much time out of school
 - o Insufficient help if they fall behind
 - o Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools and academies to have a designated teacher for looked after children. The name of the current designated teacher at our academy is Miss Hannah Tomlinson. The responsibilities of the designated teacher include:
 - o monitoring the progress of children who are looked after to ensure that they have the best life chances possible and access to the full range of opportunities at the academy;
 - o ensuring that children who are looked after have access to the appropriate network of support;
 - o checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
 - o ensuring that information concerning the education of children who are looked after is transferred between agencies and individuals;
 - o preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern);
 - o discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;

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- o liaising with the child's social worker to ensure that there is effective communication at all times;
- o celebrating the child's successes and acknowledging the progress they are making.

Involving parents and pupils in planning and reviewing progress

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

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

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

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

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

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

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

Differentiated curriculum provision

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

Under these circumstances, a pupil's individual needs will be provided for within the whole

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class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher/subject teacher.

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

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

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

Arrangements for coordinating SEND provision:

The SENDCo liaises with the Head Teacher, HLTA, all members of staff and the governing body, to ensure the implementation of the SEND policy. Monitoring procedures are in place to review needs, interventions and targets for pupils with SEND, at least, termly.

The SENCO will hold details of all information, including provision maps and targets for pupils identified with SEND.

The following information is easily accessible to all staff:

1. A copy of the school's SEND policy and register.
2. Guidance on the identification of special educational needs.
3. Practical advice and teaching strategies for types of special educational needs.
4. Information and strategies for individual pupils.
5. Information available through the Nottinghamshire's SEND Local Offer.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Educational, Health and Care Plan and those that don't have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

This information is made accessible to all staff in order to aid the effective coordination of the school's SEND provision. In this way, every member of staff will have complete and up-to-date information about all pupils with special educational needs and/or disabilities and their requirements which will enable them to provide for the individual needs of all.

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Section 7 - Identification of pupils with SEND

The SEN Code of Practice (2014) outlines four broad categories of SEND need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We aim to identify difficulties as early as possible in order to make effective provision to improve the long-term outcomes for students. To ensure all needs are identified efficiently all staff are given the responsibility for monitoring students and reporting any difficulties without delay to the school's SENCO. Once a pupil has been identified, the school's SENCO will investigate further. If a student is considered to have special educational needs, parents will be informed and a graduated response of support put in place.

The SEN Code of Practice (2014) states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

To meet the needs of students identified as SEND the school adopts a graduated approach in accordance with the SEN Code of Practice (2014). Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where a child's needs make this difficult, the SENCO will work closely with parents and other professionals for other flexible arrangements to be made. An alternative curriculum may be necessary to meet the needs of some children with complex SEND needs.

Section 8 - The Graduated Response

1. Step 1 will involve the class teacher taking steps to differentiate learning opportunities to aid the pupil's progression. Classroom teachers remain responsible and accountable for the progress of students with SEN. High quality differentiated teaching, supported by the SENCO where necessary, is the first step to responding to the needs of students with SEN.
2. The pupil will be closely monitored by the class teacher to assess their rate of progress and level of understanding.
3. If progress remains below expected levels, further discussions between the class teacher and SENCO will determine whether further intervention is required.
4. If necessary, the pupil will be placed on the SEND register where they will also be monitored by the SENCO. Additional support will be put in place. This may be in the form of in class support, targeted teaching strategies, specific interventions or withdrawal sessions to close learning gaps. At this stage, parents will be informed and encouraged to share information and knowledge with the school.

Review meetings will take place to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual child's needs. The school adopts an access, plan, do, review approach – this is an ongoing cycle to enable the level of support to be refined and revised as required:

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Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

The analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

PLAN:

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments, interventions and supports that are required, the impact on progress, development and or behaviour that is expected and a clear timeline for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, and any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility, even where the interventions may involve groups or one to one teaching away from the main class. They will work closely with the TAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

REVIEW

Reviews will be undertaken in line with agreed timelines. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the pupil and their parents.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning next steps and will be invited a SEN Support Plan meeting each term

Section 9 Specialist SEND provision

Robert Mellors Primary Academy has 329 pupils, currently on roll, between the ages of 2 and 11 years old.

Approximately 20% of the pupils have SEND.

Current needs and disabilities supported within school include pupils with ASD, ADHD, Downs Syndrome, Tourette syndrome, Hydrocephalus, Cerebral Palsy, DCD (Dyspraxia), Sensory processing disorder, Diabetes, Hearing impairment, Cowden syndrome, Speech and Language Difficulties, learning difficulties, dyslexia and Global Developmental Delay.

All teachers and teaching assistants are responsible for teaching and delivering provision/interventions to pupils with SEND

We have an enhanced learning provision for pupils who struggle accessing the wider classroom environment. The Nest focuses on children's learning, communication, sensory, social and emotional needs. Pupils access a mixture of The Nest and the main classroom.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. Where possible, this will be in line with parental wishes and will meet the needs of the pupil.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENDCo will consult with the child's parent(s) for other flexible arrangements to be made

Inclusion of pupils with SEND

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom

The school will seek the advice, as appropriate, around individual pupils, from external support services through termly 'Springboard' meetings, the Early Help Unit, the Multi-Agency Safe guarding Hub (MASH) and the School's Behaviour and Attendance Partnership (GAP). Advice and training may also be offered from other schools within the Redhill Family of schools or from the Redhill Academy Trust.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year through SEND Support reviews and informal conversations.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. There is an annual evaluation of the effectiveness of the school SEND provision and policy. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children's and Families Act 2014. Evidence collected will help inform school development and improvement planning.

Section 10 - Evaluating the impact of provision

Children identified as having SEND will be placed on a register. A profile of need will be created which will reflect the student's views. All students on the SEND register will be closely monitored by the SENCO and parents will be kept informed regularly. Any out of class interventions will be closely monitored by the SENCO – all other interventions will be monitored by the class teacher and the SENCO will be kept informed of progress. In order to make consistent continuous progress in relation to SEND provision the school encourages the views of staff, parents and pupils throughout the year.

Students and parents are encouraged to be involved with every aspect of the support process and their views and considerations will be taken into account. In line with the SEN Code of Practice (2014) parents will have the opportunity to meet with teachers and/or the SENCO at least termly. Additional contact can be arranged where necessary.

Section 11 - Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which is requested jointly by the school and parent(s). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. External support agencies will need to have been involved prior to a request for an EHC Plan. The decision to make a referral for a plan will be taken at a progress review and in agreement with parents.

The application for Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and three preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal the decision not to initiate a statutory assessment leading to an EHC Plan.

Education Health and Care plans

Following statutory assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Section 12 - Exams Access Arrangements (EAA)

If we suspect that a pupil has a need, which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA. The SENCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It must be their 'normal way of working'. It is also the SENCO's responsibility to ensure that teaching staff are evidencing this need in regular assessments. Teaching staff have received training on how to evidence this work. The SENCO will work with Heads of Faculty to monitor and facilitate this. All documentation will be stored securely. Access to the Environment

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

Arrangements for providing access to learning and the curriculum

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

Access to information

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- All pupils requiring information in formats other than print have this provided (e.g. if a pupil needs to use Braille).
- We adapt printed materials so that pupils with literacy needs can access them, or ensure access by peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

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

Incorporating disability issues into the curriculum

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

Terminology, imagery and disability equality

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

Listening to disabled pupils and those identified with additional needs

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

Working with disabled parents/carers

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

Disability equality and trips or out of school activities

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

Evaluating the success of the academy's SEND policy

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

Section 13 - Working in partnership with parents

Robert Mellors Primary Academy believes that a close working relationship with parents is vital in order to ensure

- o Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- o Continuing social and academic progress of children with SEND
- o Personal and academic targets are set and met effectively

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Where parents have concerns about their child they should initially make an appointment to see their class teacher, if they still have concerns they can arrange a time to meet with the SENDCo.

SEND support targets are reviewed termly with parents, through parent evenings and SEN Support Plan reviews. Where more frequent contact with parents is necessary then this will be arranged based on the individual pupils needs.

If an assessment or referral indicates that a pupil has additional needs, the parent and pupil, where appropriate, will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the for their child.

Section 14 - Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Pupils with SEND will be given extra transition visits prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail. All information from primary school will be passed to the school's SENCO in good time so that arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year.

Section 15 - Transition

All students transferring to RMPA will have a transition process. Students who are identified by their primary schools as having special educational needs will be invited to an additional visit by the SENCO. This visit will be in a much smaller group with a member of the Learning Support Team. Students with complex needs may be offered a bespoke transition package. Where a bespoke transition is required, the SENCO will work closely with parents and the primary school to ensure that the student's needs are met.

Section 16 – Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We undertake a rolling programme of SEND in house training during INSET days and staff meetings. Staff expertise is shared within school through peer observations and learning conversations.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/sign posts relevant SEND focused external training opportunities for staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

Section 17 -

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services may be involved as and when necessary:

Healthy Family Team

Schools and Families Support Service

Educational Psychology Service

Family Centre Support

Child and Mental Health Services

Speech and Language Therapy

Physical Disability Support Service

Small Steps: ASD, ADHD and concerning behaviours support

Specialist Speech Therapy

Occupational Therapy

Physio Therapy

Early Help Unit

Schools Behaviour and Attendance Partnership

Where these are the main support services involved with our pupils, the SENDCo may refer pupils to other outside agencies or voluntary organisations as appropriate e.g. CASY counselling.

Section 18 - Links with other schools

RMPA is a member of The Redhill Academy Trust and Redhill Teaching School Alliance. This enables the schools to build a bank of joint resources and to share advice, training and expertise.

Section 19 -

Policy: Special Education Needs Policy

Version: 0.6

Date: May 2021

Complaints Procedure

Robert Mellors Primary Academy has a complaints policy that can be obtained through the Head Teacher or school office.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the SENDCo who will be able to advise on formal procedures for complaint.

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We undertake a rolling programme of SEND in house training during INSET days and staff meetings. Staff expertise is shared within school through peer observations and learning conversations.

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