



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE

SEND Policy

Reviewed by: The Board

Date of Policy: September 2022

To be reviewed: September 2023

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Definition of Special Educational Needs

In this policy and according to the 2014 new code of practice, the definition of SEND is as follows:

'A child or young person has SEND 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 or a young person 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 disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others in the same age in mainstream academy's or mainstream post-16 institutions.'

The SEND code of practice 2014 states that a student can be identified as having a SEND need if they are making less than expected progress in relation to their age and circumstance:

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

Mission Statement

Cockburn Multi-academy Trust fully support and value the abilities and potential of all students. It is our duty to provide equal opportunities for every individual in our care and a safe and fully equipped learning environment which caters for the needs of every student. We are committed to inclusion within our academy's curriculum and participation in all aspects of academy life.

All our academies adopt a whole academy approach to Special Educational Needs and all staff work to ensure the inclusion of all students. The Trust is committed to ensuring that all students with Special Educational Needs achieve optimal educational outcomes regardless of ability.

Aims and Objectives

Cockburn Multi-academy Trust aims to provide all students with a broad and relevant curriculum whilst enabling all students the opportunity to be involved in whole academy life. This is in line with the National Curriculum and the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- to ensure that all students with Special Educational Needs have their needs identified as early as possible in order to support academic progression and continued good physical and mental health and wellbeing
- to ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently and make progress from their starting levels of attainment
- to ensure all students can access a balanced curriculum differentiated where appropriate to meet individual needs and strengths
- to ensure that all students with Special Educational Needs are able to fully access the curriculum by providing additional support or additional resources where appropriate and by removing barriers to learning.

Our objectives are to:

- Identify the needs of students with Special Educational Needs as early as possible. Any staff member can report concerns to the SENDCO.
- monitor the progress of students in order to aid the identification of all with Special Educational Needs and ensure they are able to reach their potential
- Make appropriate provision to overcome all barriers to learning and ensure all students have full access to the National Curriculum. This will be coordinated by the SENDCO and Subject Leaders

and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for

- Work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding Special Educational Needs procedures and practices, providing regular reports on their child's progress and providing information annually as a minimum on the provision at their academy
- Work with outside agencies when students need further support.
- Create an environment where students feel safe to voice their opinions and discuss their own needs. This means organising regular meetings between students, parents/carers teaching assistants and the SENDCO and will be continued through carefully monitoring the progress of students.

Arrangements for coordinating Special Educational Needs provision

The SENDCO holds files and documents for all students with Special Educational Needs. This information contains reports that in most instances will be simplified and disseminated appropriately to parents and carers, staff and other professional where appropriate.

In most cases staff at the academy will be informed of a student's particular Special Educational Needs via email providing information and details along with strategies to support the needs of that student. All information from SENDSAP is passed to the SENDCO through synergy gateway, this is Leeds councils' secure document system.

All staff can also access the following information on SIMS, Frog or in the SEND folder:

- Special Educational Needs policy;
- List of students who have Education, Health and Care Plans
- Practical advice, teaching strategies, and information about types of Special Educational Needs and disabilities;
- Student summaries/Pupil Profiles
- Information held on the academy's SIMS system to record and monitor information about individual students.

Special Education Needs categories

A student who has been identified as having a special educational be placed in one of the four broad categories:

- Communication and interaction (including autism spectrum condition and speech and language).
- Cognition and learning (including specific difficulties such as dyslexia and dyscalculia).
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

If a student has been identified of having a special needs they will appear on Sims with a K for 'SEND support'. Or S if they have a statement or an E for Educational Health and Care Plan.

Our academies along with Leeds Local Authority also use the following coding system to refer to a student's specific need:

- A- Cognitive and learning
- B- Visual impairment
- C- Hearing impairment
- D- Physical disability
- E- Communication and interaction
- F- Social, emotional and mental health
- G- Medical needs

Identification of students' needs

Students are identified as having Special Educational Needs based on a graduated approach. This recognises that all students learn and progress at varied rates and need varied levels of intervention to meet their needs.

Quality First Teaching – the first step:

'All teachers are teachers of students with SEND'- code of practice 2014.

The code of practice 2014 stresses that high quality first teaching along with differentiated tasks and resources is the first step in responding to students who have or may have a SEND need.

When deciding if a SEND could be identified the teacher and SENDCO should consider all information gathered about the student including: observations, work samples, examples of progress, all relevant data on the student alongside national data and expectations of progress.

At this stage it is good practice to discuss with the student and their parent/carer the student's area of difficulty or need. Gather viewpoints in order to decide on the next steps in order to support the student. It may be decided that further support in class is appropriate, teaching style may need to be adapted and further differentiation put in place. Or it may be decided that the student requires further support and moves onto SEND support.

SEND Support- the second step:

SEND Support means that a student has been identified as having a SEND need and that the academy should take action in order to remove barriers to learning and put special education provision in place that follows a graduated response. Under SEND support the support is above what students who are meeting their progress will receive.

A graduated approach follows the 'assess, plan, do, review' cycle.



Assess- gather all information on the student including data, targets, examples of work and observations. This should have already been done or worked towards if considering identifying special education needs of a student.

Plan- set targets and develop an action plan of what you want the student to achieve, by when and how they can achieve including strategies and interventions in place.

Do- implement any interventions and strategies. This can be whole group teaching, small groups or 1:1 support.

Review- Reassess and review the plan, if barriers to learning have been removed and expected progress is made students may be removed from SEND support although they may need continuous support and the cycle may need to be reviewed and implemented again.

Parents/Carers and staff along with student's views will be considered at every stage. The academy will work closely with parents/carers to keep them informed of progress and any concerns. The student may also be given a pupil profile/passport. The passport will outline their strengths and weaknesses and provide staff with a variety of strategies to support the student whilst also outlining how the student can help themselves. The student will work on the pupil profile with the SENDCO and a member of staff they feel comfortable with.

Examples of interventions at SEND support include:

- Active literacy kit Dyslexia Programme
- Toe-by-Toe Reading Programme
- 1 to 1 and small group teaching
- Independent travel training
- Learning support unit
- Counselling
- Social skill groups
- Speech and language groups in the academies
- Access to alternative off-site provision
- Emotional literacy & therapeutic session to support students with SEMH needs

The academy may involve specialists from outside agencies to advise them on early identification of SEND and effective support and intervention. Where a student continues to make less than expected progress, despite evidence based support and interventions that are matched to the students' needs then the academy may consider involving specialists including those from outside agencies or from within the academy itself. The SENDCO can liaise with specialists and outside agencies to ensure the students' needs are met.

Examples of outside agencies and specialists include:

- Visually Impaired Team
- Hearing Impaired Support Team
- Cluster- family and therapeutic support
- (STARS) Specialist Teachers Autism Response Service
- Engage Team – Social, Emotional and Behavioural Support
- Physiotherapy Support Services
- Travellers Educational Support Programme
- Social Care Services
- Educational Psychology Service
- SENIT- special education needs inclusion team
- Speech and language therapist
- Occupational therapy
- Attendance Engagement Team

Education, Health and Care Plan- the final step

despite purposeful and relevant action to identify, assess and meet the students SEND need through a graduated approach and through support from specialists and outside agencies a student still has not made progress, then an Education, Care and Health Plan may be considered (EHCP). Our academies will need to provide clear evidence of the interventions and support they have put in place in order to support the student. The SENDCO can make a request for an education health and care plan from the local authority. Parents and carers can make a request also.

The educational psychologist will provide the local authority with their advice regarding the needs of the student, based on their consultations, assessments, and views of the family and the student.

If a student is provided with an Education Care and Health Plan then the SENDCO, staff within the academy, specialists, health, care, the families and the student will work together to discuss the needs of the student and also what is important for that student.

The student will play an important part in this meeting as it is all about how we can meet their needs and what we can do in the academy to meet their aspirations, wishes and views. Outcomes will then be set to meet these wishes.

The student may have their plan up until the age of 25 if it is still relevant and required.

Facilities for students with Special Educational Needs

All our academies fully comply with all aspects of legal accessibility guidelines for students with Special Educational Needs. Physical environment support includes the use of a lift to all floors, non-flickering lighting, wheelchair access to all areas and acoustic tiling to support students with a hearing impairment.

Curriculum access may include support in lessons for students with a Statement of Special Educational needs or an Education Health and Care Plan, through a personalised curriculum and a focus on specific learning styles. Support is also provided through access arrangements including readers, scribes and the use of extra time in all formal examinations if students with Special Educational Needs meet the criteria.

Access to the curriculum, information and associated services

Students with Special Educational Needs will be given access to the curriculum through specialist provision provided by the academy as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual student. Support in class will not automatically be allocated to students unless it is clear they will benefit from an additional member of staff. Students will be encouraged to be as independent as possible in the hope that support and provision can be removed as soon as possible.

In almost every case, all students with Special Educational Needs will be taught alongside their peers in a mainstream classroom setting. Where this is not possible, for Health and Safety reasons, the SENDCO will initially meet with the Head of School and then consult with the student's parents/carers for other flexible arrangements to be made. In these very rare instances, guidance will be sought from Leeds City Council as to a positive handling plan and risk assessment being put into place until alternative provision can be organised.

The academy curriculum is regularly reviewed by Senior and middle leaders to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students. This includes learning outside the classroom.

It is our aim to ensure all resources for students with Special Educational Needs provisions are being used effectively and efficiently in order to support the curriculum and enable students to reach their full potential. The academy does this by:

- Keeping staff fully informed of the Special Educational Needs of all students they are responsible for including sharing progress reports, medical documents and parent/carer information.
- Providing regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. Academy staff are kept up to date with teaching methods which aid the progress of all students including those with Special Educational Needs.
- Using in-class provision and support effectively to ensure the curriculum is differentiated where necessary.

Evaluating the success of provision

In order to make consistent continuous progress in relation to Special Educational Needs provision the academy encourages feedback from staff, parents/carers and students throughout the year. This

includes questionnaires and informal interviews throughout the year to continually improve Special Educational provision.

There is an annual formal evaluation of the effectiveness of the academy's Special Educational Needs provision and policy. The evaluation is carried out by the Senior Leadership Team, SENDCO and Special Educational Needs Governor. Information is also gathered from different sources such as student and parent/carer surveys, teacher and staff surveys, feeder primary school questionnaires and responses from key workers based outside the academy. Evidence collected helps inform the academy development and improvement planning.

Working in partnerships with parents/carers

We believe that a close working relationship with parents/carers is vital in order to ensure:

- a) Early and accurate identification and assessment of Special Educational Needs leading to the correct intervention and provision being made
- b) Continuing social and academic progress for children with Special Educational Needs is not hindered by a lack of communication
- c) Personal and academic targets are set and met effectively

The SENDCO welcomes feedback from parents/carers all year round and parents/carers can make an appointment to speak to any member of staff including the SENDCO throughout the year. Parents/carers are also kept up to date with their child's progress through termly progress reports and subject surgeries alongside regular reviews for students with an EHCP.

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual student need. The SENDCO will also signpost parents/carers to key workers, the local authority including Parent Partnership where independent and impartial advice, guidance and support may be obtained.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on all points of action drawn up in regards to the provision for their child. The Head of School SENCo may be contacted at any time in relation to Special Educational Needs matters.

Transition arrangements Year 7

Special Educational Needs students coming in to year 7 have an extensive transition programme from primary school. Close links have been forged between primary colleagues to identify year 5 and 6 students with Special Educational Needs who require additional support for the transition to secondary school in year 7. The Transition package will include taster days where students spend the day at their new academy meeting staff, students and become familiar with the building and facilities.

Students are invited to attend the Taster Sessions if they:

- have an EHCP and/or FFI Funding
- are considered to be vulnerable or staff feel they will struggle to settle in early September
- are working at significantly below the expected levels and will need additional support to remember key staff, become familiar with the layout of the academy and will need encouragement to make friends
- if they have an Autistic Spectrum Disorder and will need support remembering different routines, the layout of the building and new staff

This is not an exhaustive list and all students are welcome to attend the sessions.

Authorised tests used in assessment

We have access to the following battery of tests used by the SENDCO to assess student levels of competence and plan appropriate intervention strategies. These standardised tests provide comparable national data on which to assess students.

(BPVS) British Picture Vocabulary Scheme- a test to measure receptive vocabulary.

(YARC) York Assessment Reading Comprehension - a reading fluency, spelling and comprehension test.

(WRAT) Wide Range Achievement Test - as test of spelling, single word reading and mathematical computation.

(DASH) Detailed Assessment of Speed Handwriting - a test of speed handwriting and timed handwriting exercises.

Dyslexia Screen Tool – Access Arrangements

These tests can also be used as evidence to inform the application for access arrangements. The SENDCO holds the relevant qualifications to administer the tests and arrange for access arrangements therefore ensuring that all students can access the assessment.

Local Offer

Our academies have a local offer which is in line with the SEND code of practice 2014. The local offer outlines the support a student with SEND would receive at each academy. This is available on the academy websites.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of a child with Special Educational Needs an appointment can be made to speak to the Head of School or SENDCO who will be only too happy to discuss this further. If, however, it is felt that the complaint has not been resolved, we have a Complaints Policy that can be followed. If further support is required advice can be given by contacting SENDSAP at:

Adam's Court
Kildaire Terrace
Wortley
Leeds
LS12 1DB

0113 3951100

Links to other policies:

The Safeguarding & Child Protection Policy

Teaching and Learning Policy

PDFL Policy

Complaints Policy

The Local Offer.