



Special Educational Needs and Disability Policy

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1 Aims and Scope

The Park Academies Trust is fully committed to inclusion regardless of ability, gender, race, creed or exceptional needs.

The policy has been developed in accordance with the following principles:

- All teachers are teachers of students with SEND.
- All students can achieve their very best.
- All students have a right to a broad and balanced curriculum.
- All students should share in all aspects of the life of the school.
- The school, students, and parents should work in partnership.

1.11 Objectives

- To enable students who have special educational needs and disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole school approach to the management and provision of support for special educational needs and disabilities.
- To provide advice and support for all staff working with students with special educational needs and disabilities.

- To involve and consider the wishes of parents of students with special educational needs and disabilities at all times.
- To involve and listen to each student's voice in all matters concerning them.
- To ensure access to the whole curriculum, extra-curricular activities and school trips.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student and that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- To ensure all pupils are able to make adequate progress which is similar to that of peers starting from the same baseline, matches or better the child's previous rate of progress, and closes the attainment gap between the child and their peers.

1.2 Other Linked Policies and Documents

Equality Policy

Complaints Policy

The Accessibility Plan

The SEND Information Report

SEND Curriculum Intent

1.3 Legislation and Statutory Requirements

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2015)

1.4. Responsibilities for SEND within Lydiard Park Academy

SENDCo; Mrs Alison Mills

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Link local advisory board member, Mrs Claire Ashley – Please contact school reception

Designated Teacher Safeguarding Lead; Mr Tim Hancox
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Roles and responsibilities of all staff with regard to SEND are given in the school's SEND Information Report.

2. Policy Statement

Lydiard Park Academy is part of the Park Academies Trust and is an 11-18 years mainstream academy with a specialist ASC resource unit for 15 students. This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Advisory board value the abilities and achievements of all students and are committed to providing, for each student, the best possible environment for learning.

3. Definition of Special Needs and Disabilities (SEND)

The Special Educational Needs and Disabilities (SEND) Code of Practice for 0 to 25 years states that:

'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 them.'

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

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 a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 Institutions

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. 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 and 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.

3.1 Identifying Special Educational Needs

Four broad areas of special educational need are expected and planned for:

Communication and Interaction	Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN) Autistic Spectrum Continuum (ASC)
Cognition and Learning	Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts: Moderate Learning Difficulties (MLD) Specific Learning Difficulties such as dyslexia (SpLD) Severe Learning Difficulties (SLD) Complex Learning and Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours: Social Emotional and Mental Health (SEMH) Attention Deficit and Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and Physical Difficulties	Some children have sensory and/or physical impairments: Visually Impaired (VI) Hearing Impaired (HI) Physical Disability (PD)

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

3.2 The Following are NOT SEND but may Impact on Progress and Attainment

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Problems with attendance and punctuality
- Child Protection Plans and Early Help Records raised through social services and the National Health Service
- Issues with general physical health and student pastoral welfare.
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant

- Being a Child Looked After (CLA)
- Asylum Seeker status

3.3 To Comply with the Legal Obligations of the Equality Act 2010

- Disabled children and young people are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between disabled and non-disabled children and young people.

We aim to achieve these objectives through

- Being fully committed to the inclusion of pupils with special educational needs and disabilities into mainstream lessons.
- Promoting a supportive and caring learning environment.
- Using an approach to learning which allows pupils to make progress and achieve success through small, well-defined steps.
- Ensuring decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Tracking progress of pupils towards targets and keeping under review the additional or different provision that is made for them.
- Providing a variety of teaching strategies and materials to enhance learning.
- Liaising with other members of staff to ensure that SEND pupils have a high profile in school. This is done through formal and informal channels, through subject faculty and tutor team meetings, and through support and everyday contact with colleagues.

3.4 A Graduated Approach to SEN Support (Assess, Plan, Do, Review)

Every Teacher is a Teacher of SEN and every Leader is a Leader of SEND

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.
- When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEND definition above), the child

or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than struggling without it.

The School operates a graduated response to SEND provision:

Wave 1 – Quality First Teaching by all teaching staff.

Wave 2 – Interventions in addition to classroom based differentiation.

Wave 3 – Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Record or an Education Health and Care Plan.

A SEND register and a Schools Information Management System database are kept and regularly updated to record individual support, record advice and information, and inform staff of students at each wave on the graduated response. Students at Wave 2 and above have an individual 'Pen Portrait' outlining their needs and providing classroom teachers with strategies for in-class provision.

The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resource, provided either out of the school's own funding or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

We also identify groups of children who may require extra support but who do not appear on the SEND register (monitoring category). These pupils will receive targeted support in the classroom from their teachers.

Further details of special needs interventions, staffing, staff training and procedures can be found in the school SEND information report on the school website. This information is updated annually.

The Local Offer provided by Swindon Borough Council can be found on their website at <https://localoffer.swindon.gov.uk>. This includes a link to the school website.

3.5 Identification, Information Gathering and Review (Assess)

The identification of SEND is built into the overall approach to monitoring the progress and development of all our pupils.

Assessment consists of:

- Reading and spelling ages taken annually
- End of phase results
- Specialist access arrangement testing
- Observation and assessments by specialist teachers/teaching assistants.
- Readiness for learning

In addition to the above, teachers make regular assessments of progress for all pupils, and pupil progress is regularly recorded in the school monitoring systems. During lesson observations, the progress of SEND students is assessed and recorded.

3.6 Determining the Level of Support Required

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The pupils teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- If a child is then still not able to make expected progress they should be referred to the SENDCo.

Adequate progress is progress which:

- Is similar to that of peers nationally starting from the same baseline;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

Monitoring/reviewing of the SEND register will take place three times a year in line with whole school data collection.

3.61 Plan

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, other school staff, and parents to agree the adjustments, interventions and support that are required; the impact on progress and development that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or to contribute to progress at home.

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

3.62 Do

The teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from mainstream classes. They will work closely with teaching assistants and relevant specialist staff 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 advice on the implementation of effective support will be provided by the SENDCo.

3.63 Review

Reviewing pupil progress will be carried out through regular assessments. The review process will evaluate the impact and quality of the support and interventions. Teachers and support staff will revise the support in light of pupil progress and development, making any necessary amendments going forward in consultation with parents, the SENDCO and Curriculum Leaders. In addition, a rolling review of the students on the SEND register takes place.

3.7 Criteria for Exiting the SEND Register

All pupils with an EHCP will remain on the register. Children will only be removed from the SEND Register when they no longer require "additional to or different from" support in order to make sustained adequate progress over a period of 9 – 12 months. This decision is always carried out in consultation with parents / carers.

The SENDCo has responsibility for the SEND register and will make this decision.

3.8 Arrangements for Coordinating SEND Provision

The SENDCo will hold details of all SEND support records such as the SEND register, annual reviews etc.

All staff can access the following documents:

- SEND register
- Individual student plans
- Outside agency interventions
- Annual Reviews
- Education Health and Care Plans

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or the lack of clarity around the needs of the pupil, is such that a multi-agency approach to

assessing that need, and to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENDCo, school staff and other relevant professionals.

3.9 Parent/Carer Consultation

A key element of the 2015 legislation is to ensure that children, young people, and their families and carers are central in the process of creating plans. This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate the young person's wider family are also collected.

Parental involvement is actively encouraged. TAC meetings and Annual Reviews are organised around parental availability so they have the opportunity to discuss progress and be part of the planning for the year ahead. Meetings can be virtual or face to face. The SENDCo is also available for either scheduled appointments or as a drop-in. Teaching staff can also have support from the team if they have SEND concerns they wish to raise with parents.

There is also effective communication through phone, emails, and letters between staff and parents. Where appropriate pupils will have a key worker who can be a useful point of contact between home and school.

Contact between prospective parents and the SENDCo is also welcome either via phone/email or meetings (face to face / virtual) to answer any questions about provision within the school.

3.10 Student Consultation

Pupils are actively encouraged to attend and be part of the review process. This includes discussing strengths and difficulties so that meaningful targets can be set. There will also be a discussion with the pupils about the best way teaching and support staff can support them in lessons. As part of this discussion we also consider how the pupil can develop strategies to improve independence and take responsibility for their own learning.

3.11 Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and disabilities (SEND) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, following the multi-agency working protocols set out in the SEND Code of Practice (2015).

3.12 Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates SEND through the analyse of progress data each term. Learning walks, pupil conferencing, pupil book conferencing, plan monitoring, lesson observations, and the collection of stake holder views also take place during the school year. Within the Trust we seek support and challenge from other senior SEND staff.

The SEND link advisory board member monitors the SEND annual report before it is taken to the full board.

3.13 Storing and Managing Information

Information regarding students with special educational needs and disabilities is stored on the school database and a SEND needs list available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

3.14 Dealing with Complaints

See Complaints Policy.

Complaints with regard to special educational needs and disabilities should at first be addresses to the class teacher. If concerns or queries remain then then matters should be discussed with the SENDCo. If matters cannot be resolved parents / carers can speak to the Head Teacher and if necessary the Trust SENDCo.

4. Appendices

4.1 Appendix 1 – Admission Procedures

The Local Advisory Board does not discriminate against students with SEND and has due regard for the Code of Practice 2015. Admission arrangements for students with SEND (but without an Education, Health and Care Plan), do not differ from those of other students. In the case of a student with an Education, Health and Care Plan, the school works with Swindon Borough Council's Special Educational Needs Resourcing and Assessment Panel to determine whether the school can meet the student's needs.

4.2 Appendix 2 – Roles and Responsibilities of all staff with regard to SEND

The Role of the SENDCo:

The Special Educational Needs and Disabilities co-ordinator is responsible for the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs using the Swindon Core Standards for SEND.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the local advisory board.
- In conjunction with Class Teachers liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with professionals for SEND transition.
- Working with Senior Leaders and curriculum leaders to determine the strategic development of the SEND policy and SDP.
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working with the Head teacher and School Advisory Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitoring and regularly review the progress of pupils with SEND to ensure they are correctly placed on the SEND register.
- Liaising with parents/carers of pupils with SEND.
- Collaborating with Phase Leaders, Subject Leaders and classroom staff to ensure equality of learning for all SEND pupils.
- Providing the Local Authority with necessary documents as requested.
- Assessing pupils for special exam arrangements.

The Role of Classroom teachers:

- Provide quality first teaching (prepare appropriately differentiated methods to allow access to the curriculum for students with SEND) and adhere to the school's Assessment Policy
- Document on-going discussions with parents
- Implement recommendations from outside agencies and training attended
- Complete all necessary paperwork including plans, assessments and write supporting reports for outside agencies or TACs/Annual Reviews/EHCP requests.
- Use the Core standards materials and processes, share with the SENDCo if concerns continue.
- Evaluate progress of students with SEND against agreed targets and objectives and amend planning if necessary.
- Be fully aware of the school's procedures for SEND and the graduated response.

Support Staff

- Staff are deployed to work both specifically with pupils with SEND and or as a class TA dependent on the needs of the pupils in the school.
- All Support Staff are expected to be actively involved in ensuring daily teaching is as inclusive as possible.
- Support Staff are expected to modify interventions to ensure that they meet the needs of the pupils as specified in Plans
- Support staff are expected to contribute meaningfully to reviews of plans with observations, assessment outcomes and detailed records
- Support Staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEND needs
- At times Support Staff may be asked to attend meetings or contribute to appropriate applications/referrals.

The role of the Local Advisory Board:

The Local Advisory Boards responsibilities include:

- Ensuring that the necessary provision is made for any child who has special educational needs and disabilities.
- Ensuring that where the school has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them.
- Ensuring that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensuring teachers in the school are aware of the importance of identifying and providing for those children who have SEND.

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- Ensuring that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and
- compatible with the child receiving the SEND provision their learning calls for, the efficient education of the children with whom they are educated
- and the efficient use of resources.
- Having regard to the SEND Code of Practice 0-25 (2015) when carrying out its duties toward all children with SEND.
- Having a written SEND policy containing the information as set out in the SEND Code of Practice 0-25 (2015).
- Reporting to parents/carers on the implementation of the school's policy for children with SEND using an annual SEND Information Report.

The Local Advisory Board play an important role ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.

In addition, as part of the Equality Act 2010 it is the responsibility of the Local Advisory Board to take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils. They must also publish an Accessibility Plan showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats. The Act says that the responsible body for the school discriminates against a disabled child if:

For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply.