



The Circle Trust Document: **Special Educational Needs and Disability Policy (model)**

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Approver:	Trustees
Owner:	School Improvement Trustees
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	31.1.19	Exec Head	New Document	First release
1.1				
1.2				
1.3				

1. Purpose of the Policy

- 1.1. This policy sets out how The Circle Trust provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education, which is inclusive and responsive to their individual needs. It describes the graduated response cycle to providing support, which will enable all children and young people to succeed and have high aspirations

2. Introduction

- 2.1. The Circle Trust follows the DfE's Special Educational Need and Disability (SEND) Code of Practice: 0 – 25 [here](#). This Policy complies with the following legislation: The Children's and Family Act 2014 [here](#) which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014 [here](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. Finally, this policy also complies with The Circle Trust's Funding Agreement and Articles of Association.
- 2.2. All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
- 2.3. A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The Code of Practice has the following definitions in paragraphs xiii to xvi which states a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - 2.3.1. Has a significantly greater difficulty in learning than the majority of others of the same age;
 - or*
 - 2.3.2 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 or mainstream post 16 institutions.
- 2.4. The code describes special educational provision as additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers.
- 2.5. Although the needs of children and young people may cross more than one 'area of need', the Code of Practice uses four main categories of need:
 - 2.5.1. Communication and Interaction;
 - 2.5.2. Cognition and learning;
 - 2.5.3. Social, emotional and mental health difficulties;
 - 2.5.4. Sensory and/or physical needs.

2.6. A key value held by The Circle Trust is that of inclusion as such we ensure that all children and young people, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

3. The Aims and Objectives of Special Educational Needs and Disability (SEND)

3.1. The Trust's overall approach to SEND is to be:

- 3.1.1. Clear about our arrangements for supporting children and young people with special educational needs and or disabilities;
- 3.1.2. Inclusive which is a core value of The Circle Trust.

4. The management of Special Educational Needs and Disability

4.1. **The Trustees have a fundamental role to:**

- 4.1.1. Ensure this SEND policy is compliant with legislation;
- 4.1.2. Regularly review this annually policy to approve changes or improvements;
- 4.1.3. Be clear that a school's annual SEN Information Report must be approved by the Local Advisory board as set out in paragraph 6.79 of the SEND Code of Practice;
- 4.1.4. Ensure information relating to special educational needs should be easily accessible and is set out in clear, straightforward language;
- 4.1.5. Appoint a Trustee with specific oversight for SEND;
- 4.1.6. The Trustee with specific oversight for SEND will help to raise awareness of SEND issues at Trustee meetings, monitor the quality and effectiveness of SEN and disability provision across schools and work with The Executive Headteacher and Local Advisors with specific oversight for SEND to determine the strategic development of the SEND provision in the schools.

4.2. **The Executive Headteacher will:**

- 4.2.1. Implement this policy;
- 4.2.2. Operationally lead, monitor and review all matters relating to SEND;
- 4.2.3. Review how expertise and resources used to address SEND can build on the quality of Trust-wide provision as part of Trust improvement.

4.3. **The Local Advisors have a fundamental role to:**

- 4.3.1. Adopt and where appropriate adapt this model policy to the specific circumstance of their own school. Specifically, sections 5.4, 6.5, 8.2, 8.4, 8.6, 9.2, 10.2, 12.2;
- 4.3.2. Annually approve the school's annual SEN Information Report;

- 4.3.3. Publish information on the school website about the implementation of the governing body's policy for pupils with SEND, including SEN Information Report and Accessibility Plan;
- 4.3.4. Appoint a Local Advisor with specific oversight for SEND;
- 4.3.5. The Local Advisor with specific oversight for SEND will help to raise awareness of SEND issues at Local Advisor meetings, monitor the quality and effectiveness of SEN and disability provision within their school and work with the Headteacher with specific oversight for SEND to determine the strategic development of the SEND provision in the schools.

4.4. A Headteacher with the oversight of Local Advisors will:

- 4.4.1. Have primary responsibility for managing SEND provision;
- 4.4.2. Identify pupils with SEND, ensure parents/carers are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation;
- 4.4.3. Publish the annual SEN Information Report;
- 4.4.4. Publish the school's Local Offer (in conjunction with parents/carers, pupils and the Local Authority);
- 4.4.5. Publish arrangements for the admission of disabled children (The Accessibility Plan), the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time;
- 4.4.6. Make available information on SEND funding and provision and monitor expenditure;
- 4.4.7. Appoint a Special Educational Needs Coordinator (SENCO);
- 4.4.8. Maintain a current record of number of pupils with SEND;
- 4.4.9. Ensure SEND provision is integrated into the school improvement plan;
- 4.4.10. Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place;
- 4.4.11. Keep under constant review the arrangements for pupils present and future with a disability.

4.5. **The Special Educational Needs Coordinator (SENCO) will:**

- 4.5.1. Have day-to-day responsibility for the operation of this Policy and the co-ordination of specific provision made to support individual pupils with SEND in their school, including those who have EHC plans;
- 4.5.2. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;

- 4.5.3. Advise on the graduated approach to providing SEND support;
- 4.5.4. Be the point of contact for external agencies, especially Local Authorities and other professionals;
- 4.5.5. Liaise with potential next providers of education to ensure children, young people and their parents are informed about options and transition plans;
- 4.5.6. Work with the Headteacher and Local Advisory Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- 4.5.7. Ensure the school keeps the records of all pupils with SEND are accurate and up to date.

4.6. Teachers will:

- 4.6.1. Be responsible for the progress and development of every pupil in their class;
- 4.6.2. Work in collaboration with teaching assistants or other specialist staff to plan and assess the impact of support and interventions;
- 4.6.3. Seek advice and act on the SENCO's guidance.

5. Identification of children and young people with special educational needs

- 5.1. Every school is required to identify and address the special educational needs of the pupils that they support.
- 5.2. All schools in The Circle Trust will be clear about the arrangements for identifying children or young people with Special Educational needs.
- 5.3. The identification of special educational needs is built into the overall approach to monitoring the progress and development of children and young people.
- 5.4. Children and young people with Special Education Needs may demonstrate progress that:
 - 5.4.1. Is significantly slower than that of their peers starting from the same baseline;
 - 5.4.2. Fails to match or better the child's previous rate of progress;
 - 5.4.3. Fails to close the attainment gap between the child and their peers;
 - 5.4.4. Widens the attainment gap.
- 5.5. Slow progress and low attainment will not automatically mean a child or young person is identified as having a special educational need.
- 5.6. Identifying and assessing children or young people whose first language is not English requires particular care. It is important to establish whether lack of progress is due to limitation in the command of English or arises from SEN. Difficulties related solely to limitation in English is not a SEN.

5.7. At Nine Mile Ride Primary school, we will assess each pupil's current skills and levels of attainment on entry through:

- 5.7.1. Liaison with pre-school settings;
- 5.7.2. Additional visits to pre-school settings;
- 5.7.3. Transition planning for vulnerable pupils;
- 5.7.4. On entry, prior attainment data is requested;
- 5.7.5. 1:1 parent meeting held during the first week of entry;
- 5.7.6. If appropriate individual pupils will carry out baseline assessment in core skills to identify potential learning difficulties.

6. Provision of special educational needs support

- 6.1. Schools have the responsibility to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning.
- 6.2. This is delivered via a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'.
- 6.3. The Circle Trust will use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN this includes:
 - 6.3.1. Ensuring that children and young people with SEN engage in the activities of a school alongside pupils who do not have SEN;
 - 6.3.2. Designating a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO;
 - 6.3.3. Informing parents and carers when they are making special educational provision for their child;
- 6.4. When deciding whether special educational provision is required, the following will be considered:
 - 6.4.1. What are desired outcomes, including the expected progress and attainment;
 - 6.4.2. The views and the wishes of the child or young person;
 - 6.4.3. The views and wishes of parents.
- 6.5. Provision maps are an efficient way of showing all the provision the school makes which is additional to and different from that which is offered through the curriculum. Provision maps may:
 - 6.5.1. Match provision against the assessed needs of a pupil;

6.5.2. Evaluative the impact of the provision.

6.6. At Nine Mile Ride Primary School the graduated response (cycle of assess, plan, do, review) means:

6.6.1. The class teacher providing quality first teaching, differentiated to meet the learning needs of all pupils;

6.6.2. The class teacher identifying concerns and seeks guidance from the SENCO;

6.6.3. Analysis of need(s) includes review of progress, attainment and approaches to learning and the views of the pupil and their parent/carers e.g. the construction of a classroom support plan;

6.6.4. Individualising provision with the intention to remove any barriers to learning e.g. using evidence-based approaches;

6.6.5. Differentiation of the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

6.6.6. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.6.7. Adaption of our resources e.g. Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.

6.6.8. Development of staff expertise e.g. Continuous Professional Development opportunities relating to SEN. Please refer to The Circle Trust Staff Performance Management Policy [here](#)

6.6.9. Where behaviour is an area of concern, it could signal unmet needs, but does not necessarily mean that the pupil has a special educational need. Where behaviour is seen as concern a specific behaviour support plan is developed which draws on an analysis of antecedents and types of demonstrated behaviour. Nine Mile Ride Primary Behaviour Policy can be found [here](#).

6.6.10. Regular review of progress and development determines any changes to the graduated support this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment and behaviour;
- SENCO assessment and view, where relevant;
- Pupil's development in comparison to their peers and national data.

6.6.11. Where progress is limited, advice is sought from external specialists /practitioners. From this guidance, a SEND Support Plan is devised and followed by classroom teachers;

6.6.12. Referrals are made when assessment indicates that specialist services are required;

6.6.13. Evaluation of provision, most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and progress tracked to verify that the interventions are effective. Sometimes individual pupils respond more or less positively to different interventions and approaches. Where we try a different approach or intervention, we will measure its efficacy by measuring the outcomes achieved by the pupil and consider the impact and cost of the intervention.

7. Referring to the Local Authority for special educational needs assessment

7.1. 'Referring a pupil to the local authority' means that the School believes that the child's needs are so complex that they cannot be met from the resources, which are normally available to a school. Parents may also request assessment by the Local Authority

7.2. This need(s) assessment may result in an Education Health and Care Plan (EHCP).

7.3. Schools may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Other specialists will be involved when a child or young person makes little or no progress or where they work at levels substantially below those expected of peers. Parents will be informed of the involvement of Specialists.

7.4. Specialists may include:

7.4.1. Educational Psychologists;

7.4.2. Child and Adolescent Mental Health Services (CAMHS);

7.4.3. Specialist teachers e.g. those qualified for hearing or vision impairment;

7.4.4. Therapists including speech and language, occupational and physiotherapists.

7.5. Education, Health and Care (EHC) plans are awarded for pupils:

7.5.1. Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers;

7.5.2. Who have a significantly greater difficulty in learning than the majority of others of the same age;

7.5.3. To support children, young people and their families under the guidance of The Children and Families Act 2014;

7.6 Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability....

- 7.7 The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisation.
- 7.8 The Local Offer details of how parents and children or young people can request an assessment for an EHC plan. Wokingham's Local Offer can be accessed [here](#).
- 7.9 Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: What Wokingham expects can be reasonably provided by education settings from the funding available to them can be found [here](#).

8. Involvement of Parents and Carers

- 8.1. Parents/carers are key partners in their children's education. Evidence shows that children and young people make most progress when their key adults work together.
- 8.2. [At Nine Mile Ride Primary School, we seek to develop good communication by:](#)
- 8.2.1. [Discussing any concerns we have with the pupil's parents/carers;](#)
 - 8.2.2. [Listening to what parents/carers say;](#)
 - 8.2.3. [Sharing planned interventions and identifying any outcomes to be achieved with parents/carers;](#)
 - 8.2.4. [Meeting with parents/carers to review their child's interventions and progress;](#)
 - 8.2.5. [Being transparent about the special educational need provision;](#)
 - 8.2.6. [Making sure parents/carers know who to contact if they have any concerns.](#)
- 8.3. The SEND Code of Practice states: where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and/or the SENCO will share in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear plans for review.
- 8.4. [At Nine Mile Ride Primary School we provide information, assess and review pupils' progress in the following ways:](#)
- 8.4.1. [Termly reports from class teacher gives specific information for pupils in core subjects. Each report shows: attainment against national expectations, progress, information about motivation, behaviour for learning, attendance, punctuality, homework and uniform as well as next steps in learning](#)

- 8.4.2. Each teacher will share any specific cause of concern if required;
 - 8.4.3. The SENCO holds termly review meetings with parents, pupils and class teacher and is available for individual requested meetings;
 - 8.4.4. Each year there is a formal annual review for pupils with ECHP.
- 8.5. Where children and young people are 'looked after' by the local authority, schools have an additional role as corporate parents/carers.
- 8.6. Nine Mile Ride Primary School in the role of corporate parent/carer will:
- 8.6.1. Not make assumptions based on a pupil's care status;
 - 8.6.2. Monitor the progress of all looked after children termly;
 - 8.6.3. Establish an up to date Personal Education Plan (PEP) which is easily understood by everyone involved;
 - 8.6.4. Ensure close working with the specialist services who support looked after children including the CLA nurse, social worker, Virtual Headteacher. The Virtual Head, is a named person who is employed by the Local Authority to monitor the CLA (Children who are looked after) their main role is to be an advocate for the children in care's education;
 - 8.6.5. Normalise life experience wherever possible;
 - 8.6.6. Ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities;
- 8.6.1. The SENCO is the CLA Champion at Nine Mile Ride Primary School.

9. The child and young person's voice

9.1. The Children and Families Act is clear that:

- 9.1.1. All children and young people need to be supported to develop aspirations for their future lives as active members of their community;
- 9.1.2. All children and young people have the right to have their voice heard;
- 9.1.3. Involving children and young people in discussions about their learning, progress and how provision is made.

9.2. At Nine Mile Ride Primary School, we support pupils sharing their views by:

- 9.2.1. Encouraging and supporting pupils' to help them make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing etc.
- 9.2.2. Any interventions or strategies will be shared and explained with pupils;
- 9.2.3. All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment;

- 9.2.4. Reviews of progress are 'person centred' i.e. a pupil's aspirations and needs at the centre of the review and if needed are decoded into "pupil speak";
- 9.2.5. Social and emotional development is promoted via the Personal, Social, Health and Emotional curriculum, Growth Mindset, Nurture Assistant and Thrive;

10. Transition

- 10.1. Transition points in a child or young person's education (movement through key stages or new educational institutions) are very important and need careful management and support
- 10.2. At Nine Mile Ride Primary School this means:
 - 10.2.1. Transition is an annual focus our planning for pupils' provision. Holistically as we seek to develop the skills pupils will need in order to access the next part of their learning;
 - 10.2.2. Liaising with pre-school and home settings (on occasion);
 - 10.2.3. Plan transition programmes, including additional visits for the family;
 - 10.2.4. SENCO attends Team around the Family meetings;
 - 10.2.5. SEND running records and Support Plans are shared in advance with new teacher;
 - 10.2.6. SENCO organises and supports any pupils requiring additional visits;
 - 10.2.7. Nurture Assistants run additional transition sessions for identified pupils;
 - 10.2.8. Vulnerable transition days are organised in partnership with secondary schools;
 - 10.2.9. Meetings with specialist services involved with the family;
 - 10.2.10. Create transition photo book with year group information
 - 10.2.11. We will share information with the school, college, or other setting the pupil is moving to and will agree with parents and pupils which information will be shared as part of this.

11. Disability

- 11.1. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'.

- 11.2. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.
- 11.3. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.
- 11.4. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Circle Trust follows the DfE guidance "Supporting pupils at school with medical conditions" [here](#) as set out in The Circle Trust's Health and Safety Policy [here](#).

12. Accessibility

- 12.1. Every school will publish their arrangements for the admission of disabled children known as an Accessibility Plan. This includes, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- 12.2. [Nine Mile Ride's Accessibility Plan can be found here.](#)

13. The SENCO

- 13.1. The role of the SENCO The legislation requires that:
- 13.2. The SENCO must be a qualified teacher working at the school.
- 13.3. Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment
- 13.4. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- 13.5. [At Nine Mile Ride Primary School details of our SENCO can be found here.](#)

14. Annual SEN Information Report

14.1. Schools are required to annually produce a SEN Information Report which contains information on the implementation of this policy

14.2. The report in addition to this policy must include:

14.2.1. The kinds of SEN that are provided for;

14.2.2. Contact details of the SENCO and other key roles for when children or young people or parents have concerns;

14.2.3. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

14.2.4. How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families;

14.2.5. The school's contribution to the Local Authorities Local Offer.

15. Complaints.

15.1. We know that all parents or carers want the best for their child and we will always seek to resolve any concerns quickly. Where parents or carers have a concern about the provision being made initially, they should contact the SENCO. The Circle Trust's Complaints Policy can be found [here](#).