



THE SALTERNS ACADEMY TRUST: Trafalgar School
POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

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RRSA ARTICLE 23

A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community.

RRSA ARTICLE 29

Education must develop every child's personality, talents and abilities to the full.

Author: Director of Inclusion

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1. GOVERNING BODY STATEMENT

The Governing Body believes:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Make a successful transition to adulthood, whether into employment, further education or training
- Become confident individuals living fulfilling lives.

It is the responsibility of all members of staff to provide a curriculum with appropriate challenge, pace and rigour, differentiated to provide for the learning needs of all students and in particular the individual needs of students with Special Educational Needs and Disabilities.

To achieve these aims the school will:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide an adapted curriculum which is appropriate to the individual's needs and ability.
- Ensure all students requiring Special Education Needs provision are identified as early as possible in their school career.
- Ensure that students with Special Educational Needs and Disabilities take as full a part as possible in all school activities.
- Ensure that parents of students with Special Educational Needs and Disabilities are kept fully informed of their child's progress and attainment. We have a clear commitment to working with parents as partners, valuing their views and contribution.
- Ensure that students with Special Educational Needs and Disabilities are involved in identifying their own needs, reviewing their provision to meet these needs and contribute to decisions affecting their future Special Educational Needs Provision.

For more detailed information and explanations please see the SEND at Trafalgar section on our website: www.trafalgarschool.org.uk.

2. IDENTIFICATION

Students with special educational needs may be identified by their inclusion in one or more of the following groups as stated in the new "SEND Code of Practice" (January 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3. MANAGEMENT AND PROVISION FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY SUPPORT

The Director of Inclusion who is The Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the Special Educational Needs and Disability Policy. The Director of Inclusion works under the direction of the Head-teacher to:

- Make arrangements for the co-ordination of educational provision for students with Special Educational Needs and Disabilities.
- Implement the Special Educational Needs and Disability Code of Practice 0-25 2014.
- Ensure support follows the individual needs of the student. It includes the following:
 - Intervention Programmes
 - Special arrangements for external examinations.
 - Specialist learning support materials.
 - Modified resources and teaching materials
 - Close liaison with outside agencies
 - Regular reporting
 - Monitoring of access to the building for disabled students and adults.

The Director of Inclusion is responsible for the implementation of the Special Educational Needs and Disability Code of Practice under the direction of the Head-teacher. The Governing Body is consulted and communication is maintained through regular reports to the Full Governing Body.

Special Educational Needs and Disability provision within the school is funded from sources which include core funding from the Local Authority (LA) and the school budget share. Funding follows the individual needs of students.

The work of the Director of Inclusion is monitored by the Head-teacher and The Governing Body.

4. REFERRAL PROCEDURES

If there is a significant need, any student who would benefit from access to Special Educational Needs resources is referred to the Director of Inclusion. Referrals can be as a result of cross phase liaison or directly from other professionals, parents, tutors, subject teachers or by the student themselves. When a student is referred, an assessment is made by the Director of Inclusion and resources allocated as appropriate.

5. ASSESSMENT AND REPORTING

The assessment, recording and reporting procedures for Special Educational Needs and Disabilities are integrated within the whole school assessment system under the direction of the Head-teacher. Targets are set in line with the whole school assessment and reporting procedure which incorporates a graduated approach to match interventions to the Special Educational Needs of the student.

Any complaints about Special Educational Need and Disability provision are dealt with through the school's complaints procedure.

6. SEN SUPPORT

Teachers will be responsible for meeting the needs of every student in their class. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased

levels of provision and support, and planning for this forms part of the 'Quality First' teaching approach to meeting student needs.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having Special Educational Needs, the school will formally identify the individual student's level of Special Educational Needs at SEN Support level as described below.

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence that, despite receiving adaptive teaching, students:

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

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

If the school decides, after consultation with parents and the student, that a student has significant special educational needs and requires additional support to make progress, the Director of Inclusion, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will continue to remain responsible for planning and delivering individualised programmes within the mainstream classroom. Parents will be closely informed of the action and results.

7. REQUEST FOR STATUTORY ASSESSMENT

A Statutory Assessment will be requested from the LA when, despite an individualised programme of sustained intervention within SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

An Education Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

A statutory needs assessment will not always lead to an EHC plan. The information gathered during the statutory assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

8. REVIEWS OF EDUCATIONAL HEALTH CARE PLANS

Education, Health and Care Plans (EHCPs) must be reviewed annually. The LA will inform the Director of Inclusion at the beginning of each school term of the students requiring reviews.

The Director of Inclusion, with due regard for the time limits set out in the Code of Practice, will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

9. THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to students with Special Educational Needs and Disability include:

- Ensuring that provision of a high standard is made for students with Special Educational Needs and Disabilities.
- Ensuring that a suitably qualified SENCo is employed.
- Ensuring that students with Special Educational Needs and Disabilities are not disadvantaged when compared to other students.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the Special Educational Needs and Disability policy.

10. PROFESSIONAL LEARNING - SPECIAL EDUCATIONAL NEEDS and DISABILITY

As a routine part of Professional Learning and staff development, training requirements in Special Educational Needs and Disability will be assessed. The Governing Body will undertake a similar review of training needs. These needs will be included in the School Improvement Plan.

11. SPECIAL EDUCATIONAL NEEDS AND DISABILITY SELF REVIEW

This policy builds on our Trust Equalities Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our Special Educational Needs and Disability Policy reinforces the need for teaching that is fully inclusive. The policy also links closely with a range of other school policies including: Accessibility, Anti-Bullying, Children who are Looked After, Equalities, Health & safety, and Safeguarding & Child protection. The Governing Body will ensure that appropriate provision will be made for all students with Special Educational Needs and Disabilities.

The school in conjunction with the Governing Body, undertakes a thorough self-review each year. The outcomes of this review are used to inform the School Improvement Plan and revision of Special Educational Needs and Disability Information Report.