


# The Boston Witham Academies Federation

## SEN Policy

Monitoring Responsibility	VCEO/SEN Lead
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Chair of Committee Signature	

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### **Our Trust Vision for Special Educational Needs and Disabilities**

Supporting all learners in a happy, safe environment where they are nurtured to achieve their best possible outcomes.

#### **Aims**

Our SEN Policy aims to:

- Explain what SEN is according to the Code of Practice(2015) and other related documents
- Explain the procedures for identifying SEND
- Define the roles and responsibilities (both statutory and otherwise) of members of staff in relation to SEND
- Explain the process for making referrals to outside agencies
- Outline the Assess, Plan, Do, Review cycle as outlined in the Code of Practice
- Outline how we support learners, identified with SEND, in our Trust.
- Outline how we work with parents and carers for genuine decision making and coproduction in all areas of SEND.
- Outline our vision for ensuring smooth transitions between different phases of education.
- Identify other policies which relate to SEND

#### **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

- [The Equality Act 2010](#), which sets out the legal framework for the reasonable adjustments which are expected to be made by organizations, including schools and colleges, for people with disabilities. It also defines what a 'disability' is.
- [The Disability Discrimination Act 1995](#), which preceded the Equality Act.
- [EEF guidance report on SEN in Mainstream Schools 2020](#) the guidance produced by the Education Endowment Foundation on how to best meet the needs of children in mainstream settings

This policy also complies with our funding agreement and articles of association.

## Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. (Pupils and Families Act 2014)

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning (usually recognized as their attainment being at least one a half year behind their peers) than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that **is additional to, or different from**, that made generally for other pupils or young people of the same age by mainstream schools.

## Roles and Responsibilities

### The Trust SENCO

The Trust SENCO is Maxine Cunningham

They will:

- Work with the head of academy and SEN governor in each Academy to determine the strategic development of the SEN policy and provision in the academy.
- Work with the head of academy and local governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Work with the director who has responsibility for SEND, to ensure the continual development of SEND in-line with Trust-wide, local and national directives and developments.
- Provide an annual report to the governing body of the academy's effective deployment of SEND resources.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual learners with SEN, including those who have Education, Health and Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all learners receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Make requests for Education, Health and Needs Assessments (EHCNAs) including collecting and collating evidence which is required

- Advise on the deployment of the academy's delegated budget and other resources to meet learners' needs effectively
- Liaise with potential providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Ensure the academy keeps the records of all learners with SEN up to date and in line with GDPR
- Manage the SEND team and manage their performance in-line with Trust priorities and development plans
- Provide training opportunities to all staff and governors on SEND
- Provide mentoring and coaching support to SENCO's within other trust academies
- Seek opportunities beyond the Trust to develop the practice of colleagues within our academies and promote successful practices within the Trust

### **The Director with responsibility for SEND**

They will:

- Liaise with the Trust SENCO on a termly basis to evidence the progress against the Trust SEND development plan
- Work with the SENCO to establish Trust-wide priorities for SEND
- Be the link between the Trust SENCO and the board of directors
- Have an understanding of the funding attached to learners with SEND and how this is utilized across the Trust and within each academy

### **The SEN governor for the Local Governing Body**

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing body on this
- Work with the head of academy and SENCO to determine the strategic development of the SEN policy and provision in the academy
- Meet on a regular basis with the SENCO and relevant members of staff to establish the current SEN picture

### **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 academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure learning plans are kept up to date and effectively evidence the graduated approach within the academy
- Ensure that interventions, recommended by specialists, are implemented across the academy and that all interventions are recorded and monitored for effectiveness

- Ensure the academy has due regard for all statutory documentation relating to SEND (See above)
- Hold teaching staff to account for the progress and attainment of all the learners they teach, including those who are supported by a teaching assistant
- Ensure all staff have received appropriate training and qualifications necessary to carry out their roles.

### **The SENCO (Boston Pioneers and Haven High Academy)**

The SENCO will:

- Work in collaboration with senior members of academy staff and the Trust SENCO to develop the provision within the academy in line with the Trust SEND development plan and the strategic plan for the academy
- Conduct monitoring and evaluation activities of teaching and learning with specific reference to inclusion and learners with a SEND.
- Collate evidence of the M&E activities conducted by other members of the SLT to ensure clear strategic oversight is achieved
- Monitor the effectiveness of interventions
- Provide support to colleagues for them to make the correct adjustments to their planning/teaching to meet the needs of all learners
- Work in collaboration with the Trust SENCO to ensure the SEND register is an accurate representation of the SEND population
- Monitor the provisions, detailed in all EHCPs, to ensure they are being implemented by teachers and support staff
- Monitor the progress and attainment of learners receiving intervention and/ or those with a SEND
- Take the lead on the graduated approach ensuring that learning plans are used effectively to evidence this

### **The SEND Manager/ Head of Additional Learning Faculty**

They will:

- Work with the SENCO to establish priorities for SEND across the Trust
- Review EHCPs annually in-line with local authority guidance and statutory requirements
- Make referrals to specialists, where required.
- Review samples of learning plans and feedback to staff.
- Liaise with specialists; arranging meetings, reviews and reports.
- Advise staff on best practice with individual learners.
- Arrange external CPD opportunities for staff
- Maintain the SEND register and ensure that Progresso is regularly updated
- Prepare files for transition between phases of education and to different settings
- Meet with transition partners to create plans for smooth transitions and facilitate these
- Liaise with parents to ensure they are informed of all specialist provisions relating to their child

- Support HOA to formulate behaviour plans and advise on strategies
- Establish links with charities and charitable trusts which can support families with their child's SEND

### **Class teachers**

Every teacher is responsible for:

- The progress and development of every learner in their class
- Planning a differentiated curriculum which meets the needs of all learners in the class/group
- 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 learner's progress and development and decide on any changes to provision
- Maintaining an up to date understanding of SEND including the academy's policy and any national developments
- Working with the SENCO to ensure early and accurate identification of any SEND
- Writing learning plans with SMART targets and sharing these with parents
- Meeting regularly with parents to ensure they are aware of the attainment and progress their learners are making
- Making regular and accurate assessments of the learners in their class, including those with SEND.
- Completing requests for information from outside agencies and for EHCP reviews
- Providing provisions, as detailed in EHCPs

### **Processes and Procedures**

#### **Identifying learners with SEN and assessing their needs (Appendix 1 and 2)**

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

(Code of Practice 2015)

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN. However, as a rule, learners who are working **around 18 months or more behind their peers**, without any indication of this improving significantly, may have a special education need.

Learners who have English as an additional language (EAL), will be identified as soon as possible and teachers are the most qualified to make these judgements. We will utilise the WELLCOMM assessment tool in both their home language and English to make a comparison between their communication skills in both languages.

A medical diagnosis alone does not automatically mean that SEND provision is required for a learner. This means that learner with ASD and ADHD **will not** automatically go on the SEND register.

### **The kinds of SEN that are provided for**

Our Trust provides additional and/or different from provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, dyscalculia Moderate/severe/profound and multiple learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, bi-polar,
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy

Where staff are not familiar or confident in meeting the specific needs of individual learners, specialist advice will be sought by the SEND team.

### **Consulting and involving parents and their child**

If we feel that a learner is demonstrating difficulties which could be indicative of a special educational need then the class teacher will have an early discussion with the learner and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the learner
- Everyone is clear on what the next steps are
- The voice of the learner is captured and included in any support document
- Everyone understands that information may be shared to achieve the best possible outcomes for the learner

Notes of these early discussions will be added to the learner's record and given to their parents.

We will formally notify parents when it is decided that a learner will receive SEN support and therefore included on the SEND register for the academy.

### **Our approach to teaching learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class meaning that, as far as possible, all learners are taught by the teacher in the class/group in which they are placed.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated to meet the needs of individual learners.

In addition to quality first teaching, intervention sessions may also be necessary to target key areas of difficulty for individual learners. These interventions may be delivered by teachers, teaching assistants, specialist teachers or outside agencies. We will endeavour to ensure that interventions do not hinder a learner's access to a broad and balanced curriculum.

There may be occasions where a learner may be withdrawn from the lesson and supported on a 1:1 basis. However, we will ensure that access to quality first teaching in core skills is facilitated on a daily basis. No learner will be withdrawn for extended periods of time or for entire subjects.

### **Homework**

We recognize that home learning and homework is often a useful tool for consolidating learning or overlearning the knowledge the learners have been taught during the week.

Learners who have been identified as having a Special Educational Need are still expected to complete homework at the same time as their peer group. However, this homework will be differentiated to meet the needs and the responsibility of this falls with the class or subject teacher.

Each academy will ensure that no unnecessary burden is placed on learners with SEN and that homework tasks are within the capabilities of the learner, with minimal adult support needed.

### **Adaptations to the curriculum and learning environment**

By law, we have a duty to make reasonable adjustments to meet the needs of any learner in our care, in order that they may access all the activities and premises normally offered to all.

Where specialist adaptations are required, we will meet with relevant professionals who will be able to advise us on the specifics of the adaptations.

These are some of the adaptations we make to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adaptations to the learning environment, such as providing ramps, handles,

### **Additional support for learning**

Across the Trust, we have many teaching assistants/ additional learning assistants who are trained to support teachers during lesson time and to deliver specific intervention programmes.

The support a teaching assistant offers can take many formats. This may include working with small groups in lessons, working with individuals during lessons or working with the whole class whilst the teacher supports groups and individuals. The work a teaching assistant undertakes in class is planned by the teacher and communicated to them prior to the lesson taking place.

On rare occasions, teaching assistants will support learners on a 1:1 basis when this is necessary to achieve a specific outcome, where 1:1 support is specified as a provision on an EHCP or there is a physical need which requires such support. However, 1:1 support is not usually provided by the same teaching assistant for the duration of the day. This then avoids the 'Velcro' model which increases the likelihood of dependence which we would discourage.



The local authority does not specify the names of teaching assistants who will support learners unless specialized support is required for medical needs.

### **Referrals to specialists**

Where we are concerned about the continuing impact a learner's special education need is having on their ability to access the learning and/ or environment we will then consider making a referral to a relevant specialist.

### **Communication and Interaction**

For learners who continue to display issues with phonological awareness and sound production, we will make referrals to the Speech and Language Therapy Team. They will decide whether or not a child needs to be assessed. based on the referral information.

For learners with a diagnosis of ASD or who an academy has concerns regarding Social Communication Difficulties, the academy may make a referral to the Working Together Team. The academy may also make a referral to their team for transition support when learners are moving between different phases of education. Once an initial observation has been carried out, the WTT will not routinely revisit learners unless the academy raises considerable issues with supporting the learner in the setting.

### **Cognition and Learning**

For cognition and learning assessments, we will utilize the Trust specialist teacher. They are able to identify dyslexia and dyscalculia and make recommendations regarding the support and intervention an individual may need to make more progress.

The criteria for making such referrals is:

- A learner on the SEND register who has received targeted intervention, specific to their difficulty, for at least 2 small terms- evidenced on their Learning Plan
- A learner beginning the PSP process and prior to a referral to BOSS.
- A learner for which a request for statutory assessment (EHCNA) is being made
- Any other concerns, as agreed by the SEN manager/ SENCO

### **Social Emotional and Mental Health**

For learners with emotional and mental health difficulties we are able to make a referral to CAMHS and the Healthy Minds team. They will ascertain whether they are able to provide any support for the individual based on the referral information.

For learners who are experiencing difficulties regulating their emotions which manifests itself in behaviour which challenges the adult, we may consider whether a referral to the Behaviour Outreach Support Service (BOSS) may be appropriate.

### **Physical and/ or Sensory**

Where there are concerns about a learner with social communication difficulties or high levels of impulsivity and hyperactivity, we may consult with parents to make a referral to the community paediatrics team. As a diagnosis makes little or no different to the way we support a learner, we would only consider these referrals to be appropriate where there were significant concerns about a learner.

We are also able to refer to other medical services as appropriate.

Detailed below are some of the agencies we work with to provide support for learners with SEND:

- Occupational therapist (OT)

- Physiotherapists
- Teachers of the visually impaired (TVI)
- Teachers of the hearing impaired (THI)
- Behaviour Outreach Support Service (BOSS)
- Educational Psychology service (EP)
- The Working Together Team (WTT)

### **Expertise and training of staff**

Our Trust SENCO has 12 years' experience in this role and has worked as a class teacher and senior leader in several local schools. She holds the National Award for Special Needs Coordination. (NASENCO)

She is supported across the academies by SEND admin support.

The Trust also employs a specialist teacher who holds specialist qualifications (PATOSS) which enables her to apply for legal access arrangements at GCSE level and identify learners who have a dyslexic and/ or dyscalculic profile (Rose Report)

Where individual academies have appointed a SENCO, these members of staff have achieved or are working towards the NASENCO award.

In the last academic year, staff have been trained in a range of areas including in dyslexia and spelling, supporting pupils with diabetes, supporting pupils with epilepsy and administering epi pens.

### **Enabling learners with SEN to engage in activities available to those in the academy who do not have SEN**

All our extra-curricular activities and school visits are available to all our learners, including (where available) our before-and after-school clubs.

All are encouraged to go on residential trips.

All are encouraged to take part in sports day/school plays/special workshops, etc.

No learner is ever excluded from taking part in these activities because of their SEN or disability. Where required, an individual risk assessment will take place.

More information about access to the academy and its facilities can be found in the accessibility plan (see Head of Academy)

### **Support for improving emotional, social and mental health**

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the academy council
- Learners with SEN are also encouraged to be take part in all clubs to promote teamwork/building friendships etc.
- Friends Programme- delivered by specially qualified members of staff
- Discovery Sport sessions
- Referrals to the Healthy Minds service which can support learners with their social and emotional needs

- Referrals to CAMHS when individuals are struggling with their emotions and/ or mental health
- Bespoke support provided by the Family and Pupils Support Workers and the Trust Safeguarding Lead.
- Access to Art therapy
- Intervention programmes which specifically target the learner's area of need.

**We have a zero-tolerance approach to bullying.**

### **Support for challenging behaviour**

Although behaviour is no longer a specific area in the Code of Practice, we recognize that where behaviour has become particularly challenging it will affect their ability to access the learning normally provided for learners their age.

Where this is the case, we will follow the protocol for supporting learners who display challenging behaviour This will include developing a behaviour plan and assessing whether there are unmet leaning needs, which are contributing towards the behaviours which are being displayed.

Following a period of support, through a behaviour plan and supportive planned interventions, and where behaviours continue to be challenging, we will follow the Lincolnshire Ladder for Behaviour Intervention which may lead to a managed move or a placement in a Pupil Referral Unit.

### **Working with other agencies**

Where appropriate the academy is also able to support learners and their families by:

- Arranging support through the Team Around the Child process (TAC)
- Arranged coordination support through Early Support Coordination (ESCO)
- Being involved in Child in Need meetings (CIN)
- Being involved in Child Protection Plans (CP)

If these are in place, then it may be deemed appropriate for the following agencies to support:

- Early Help
- Social Care
- MARAC
- IDVA
- Addaction
- Housing
- Police
- Pupils and Young People's nursing team
- Health Visiting Team

Transition arrangements and preparing for adulthood

We believe that excellent transition arrangements are the best way to ensure an individual makes the best possible start to the next step in their education. Whether this be the next class or another school.

Transition planning for individual learners will begin as early as possible to ensure a smooth transition from one phase of education to another and between year groups.

Transition for will take different format for different learners but may include some or all the following:

- Extra transition days
- Extra visits with parents
- Meetings with new teachers
- Buddy system
- Transition books

Where learners are moving schools, we will share information with the school, college, or other setting the learner is moving to with the consent of the parent/ carer.

Transition from Nursery to Primary settings will start as early as possible. The SEN team will liaise with Early Years settings, once places have been allocated.

Transition to Secondary settings will also begin once places have been allocated. Meetings between the primary and secondary SEN teams and the feeder schools will be arranged quickly so that transition planning can begin early.

Where a learner has an EHCP, the discussion about the next stage of education will happen in the Year 5 annual review. The Local Authority is then responsible for consulting with the local secondary schools who will have to state whether they can meet the needs of the learner or not. Parents of children with EHCPs **do not** need to apply for a secondary school in the normal way and they will not have a place confirmed in the normal way either.

Where learners are moving on from secondary to further education or training then the process will begin in Year 9.

### **Learning Plans**

Once learners are placed on the SEND register, a learning plan is created and shared with parents. The targets on a learning plan are Specific Measurable Achievable Realistic and Time related. Each learning plan is reviewed every small term and rewritten every big term.

Targets on learning plans should not last for more than one cycle. If they are not achieved this is an indication that the target was not specific or realistic enough for the needs of the learner.

We use a cloud- based system called "Provision Map" which parents can access to view their child's learning plan.

Learning Plans are an essential part of ensuring that a learner have an individualized approach to meeting their needs. They are also evidence of the individual academy's approach to the graduated approach, and as such will be required if a learner's needs are such that they require an Education Health and Care Needs Assessment.

### **EHCP- Education Health and Care Plan**

Where a learner continues to present with significant difficulties following at least 3 cycles of review a discussion with the teacher/s will occur about the specialist provision or advice which may need to be sought.

The advice and/or support may be provided by any of the agencies listed in this document but only when a parent consents to the agency working with their child.

If following advice, it appears the learner has a significant need which the academy is struggling to meet, within its normal funding arrangements, the academy may request that the SENCO makes a request for an Education Health and Care Needs Assessment, which is carried out by the Local Authority.

If the Local Authority agrees to make an assessment of the learner's needs, the parents will be contacted, and the academy will be involved in all discussions surrounding the individual's needs and the support which may be needed to ensure they make progress.

An Education, Health and Care Plan may be issued following this process which will provide the academy with an additional amount of funding to meet the provisions which are set out in the plan. An EHCP will rarely dictate that a learner needs full-time 1:1 support, instead it seeks to identify specific activities which a learner would normally struggle to access independently.

**It is up to the academy to decide the most effective way to utilize the funding provided to meet the needs of the learner.**

Once a learner has an EHCP issued, the academy will be responsible for acting on behalf of the LA to call annual review meetings and phased transition reviews.

From time to time, the academy may decide to call an annual review early. This may be because the needs of the individual have changed, and additional funding is required by the academy to enable them to meet the needs of the learner effectively. Also, an early review may be called if the academy feels they are struggling to meet the needs, even with a profound level of funding from the local authority. In this case, consideration for placement in a specialist setting may be discussed.

**The Local Authority is responsible for agreeing the specialist provision and is reliant on availability of places within said authority.**

**It is a fundamental right of parents to make the decision as to whether they want their child to attend a specialist provision as opposed to a mainstream provision.**

## **Evaluation and monitoring**

### **Assessment**

#### **Monitoring the progress of Learners on the SEN register**

It remains the academy's responsibility to monitor the progress of all groups and individuals within their setting.

Learners with SEN will still make progress, and this should be in-line with their baseline assessments.

The Trust SENCO will agree with the Head of Academy/ assessment leader what 'expected progress' will be for certain individuals, as this may not be in line with the progress expectations of the cohort. Progress targets will reflect the high expectations we have of all, including those with SEN.

Teachers will then be held accountable for the progress of these individuals through the M&E cycle.

The Trust SENCO will monitor the progress of these learners at each assessment point in the year.

### **Assessment Methods**

Formative assessments are the most effective way of monitoring the progress of SEN learners as often formal testing can cause a great deal of anxiety and therefore cause a learner to

underperform. Teachers will gather a range of evidence to support their judgements about a learner's current level of attainment, ensuring that the evidence they utilise is as independent as possible and in line with their level of development.

Summative assessments are utilised at all stages of education ascertain a learner's level of ability in certain subject areas.

Where teachers utilize regular summative assessments in their teaching e.g. for spelling tests, quizzes or quick tests, it is vital that these are adapted for the needs of all in the class.

At all stages it is vital that Subject leaders and SLTs consider how appropriate it is that a learner sits a statutory assessment.

It is also vital that the scope of the assessment is within the capabilities of the learner.

At secondary level, where learners are sitting GCSE examinations, it is vital that there are opportunities for learners to achieve functional level qualifications if the lowest level of the GCSE examination is beyond the capabilities of specific learners.

Learners with SEND **will not** be subject to unnecessary retesting unless necessary.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for SEN learners by:

- Reviewing individual progress towards their goals each term via pupil progress meetings
- Reviewing the impact of interventions after the recommended number of weeks
- Using pupil questionnaires
- Monitoring by the Trust SENCO/SENCO through learning walks, work scrutiny etc.
- Holding annual reviews for learners with EHC plans
- Using questionnaires and other forms of 'soft data' to collect the opinions of parents.
- Using questionnaires and other tools to capture the voice of the learner regarding their special needs provision.

### **SEND annual report to Local Governing Bodies and Directors**

Every year the SENCO will produce a report for the LGB and Trust Directors on the effective implementation of the SEND policy. The report will cover the main sections from the policy and reflect the work done during each academic year.

### **Funding arrangements**

#### **Notional SEND funding**

All academies in the Trust receive SEND block funding which is an amount of money calculated by the Department for Education.

The school leadership team, in conjunction with the Trust SLT, are responsible for the delegation of this budget to ensure the needs of the learners with SEND are being met. This funding may be used in a variety of ways including staffing, resources and equipment.

The effectiveness of the academy's strategy for SEND will be monitored by the Trust SENCO.

#### **Higher needs block funding**

In addition to the notional SEND funding, each academy receives top-up funding to enable the meeting of needs of the learners with EHCPs. This money is made up of the funding an individual receives for their EHCP and additional funding provided to the academy, if they have a high level of EHCPs within their setting.

This money is used to ensure the needs of the learner are being met by providing the provision laid out in the EHCP.

The Trust SENCO/ SENCO are responsible for ensuring this money is being used effectively to meet the needs.

### **Additional Funding**

The academies within the trust can access a variety of other funding sources, as required. These include: Medical Funding, Early Years Inclusion Funding, Inclusion Funding and Virtual schools funding (for Looked After Child).

### **Complaints about SEN provision**

Complaints about SEN provision in our Trust should be made to the relevant Headteacher in the first instance. They will then be referred to the academy's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **SEND Advice and Support for Parents/ Carers**

Contact details of support services for parents with children with SEN.

Should a parent feel they need support in relation to their child's special educational need and/ or disability, then the following bodies are able to do this.

- <https://www.lincspcf.org.uk/>
- **LIASE- 0800 195 1635 or email [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)**
- <http://www.supportiveparents.org.uk/>
- <https://www.sense.org.uk/get-support/information-and-advice/support-for-pupils/send/>
- <https://www.ipsea.org.uk/>

### **Monitoring arrangements**

This policy and information report will be reviewed annually by Maxine Cunningham (Trust SENCO) every year. It will also be updated if any changes to the information or procedures are made during the year.

It will be approved by the Board or directors and shared with individual Local Governing Bodies.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting learners with medical conditions
- Intimate Care Policy
- Moving and Handling Policy
- Curriculum Policies

**Contact details for the SEND team:**

[Maxine.cunningham@bwaf.net](mailto:Maxine.cunningham@bwaf.net) (Trust SENCO)

[SEN@bwaf.net](mailto:SEN@bwaf.net) (Primary contact)

[Haven.senco@bwaf.net](mailto:Haven.senco@bwaf.net) (Haven High contact)

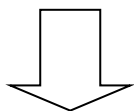
## Appendices

- 1. Flow chart for SEND process**
- 2. Identification chart**
- 3. SEND referral form**

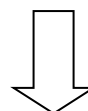


## SEND Process Flowchart- Appendix 1

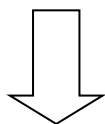
Pupil's attainment is at least 18 months to 2 years behind ARE or  
Pupil's progress fails to match or better previous rate of progress



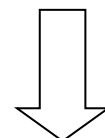
Set 2 or 3 individual targets and share concerns with parents  
Set the provision which will be implemented to help them meet these targets



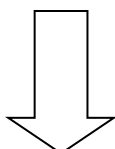
6 weeks later- Review the pupil's progress against the targets.  
If pupil has made significant progress/ achieved the targets then they probably do not have a special educational need  
If the progress is minimal/ non existent then repeat process of target setting for another **6 weeks/ term**



6 weeks later- Review progress, as above.  
If progress is still minimal or nothing then complete referral form for SEND and gain parental consent  
Create Learning Plan on Provision Map with targets which focus on the primary area of need  
Implement specific targeted intervention which focusses on the pupil's area of need



- After 3 cycles of review and intervention
- Consider referral for Specialist Teacher Assessment
  - Consider further investigation of SALT
  - Consider referral to paediatrician
  - Consider referral to Working Together Team (Autism Support)



- After 2 further cycles of review.
- Consider EHCNA request
  - Consider further support from SENCO

## Identification Chart- Appendix 2

	<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and/or sensory</u>
Wave 1 Descriptors	<p>Learner displays some immature speech patterns in reception</p> <p>Some minor pronunciation difficulties</p> <p>Interaction skills appropriate for developmental milestones</p> <p>Understanding of language appropriate</p> <p>Eye contact and other social communication skills in line with development</p> <p>Difficulties with listening and attention that affect task engagement and independence</p> <p>Comments and questions indicate difficulties in understanding the main points.</p> <p>Vocabulary is not as developed as expected for the age of the learner.</p> <p>Mild social interaction difficulties</p>	<p>Attainment is in line with ARE</p> <p>Attainment is in line with baseline assessments</p> <p>Progress is on target</p> <p>Concentration is good</p>	<p>Normal emotional responses to everyday situations</p> <p>Social in group and individual situations</p> <p>Social and emotional development in line with developmental expectations</p>	<p>Handwriting good to acceptable</p> <p>Normal walking stance</p> <p>Adequate skills demonstrated to participate fully in all physical education activities</p> <p>Eyesight good or corrected with glasses</p> <p>Hearing good or minor difficulties – sometimes supported by a hearing aid</p> <p>Mild issues with self-help skills</p> <p>May have some minimal toileting issues</p> <p>May have an Individual Healthcare Plan</p>
<u>Quality First Teaching</u>	<p>Check acoustics and position in the classroom</p> <p>Positive peer speech and language models</p>	<p>Quality differentiation</p> <p>Simplify level/ pace of task</p> <p>Opportunities for skill reinforcement</p>	<p>Whole school approach to PSHE</p> <p>School ethos which focusses on the promotion of good mental health</p> <p>Positive focus on attendance</p>	<p>Annual review of the IHP with parents</p> <p>Access to medication- inhalers etc</p> <p>Risk assessments may be needed for school trips</p>

	<p>Teachers and additional adults modify spoken language requests and instructions to meet the needs of all learners</p> <p>Provide encouragement and support to collaborate with peers during curriculum activities</p> <p>Instructions supported by visual and written cues</p> <p>Reduction of the quantity of instructions to support attention</p> <p>Flexibility in expectations</p> <p>Planning shows opportunities for language-based activities</p>	<p>Formal teaching of vocabulary/ concepts</p> <p>Flexible groupings supported by CT/ TA</p> <p>Multisensory approaches to tasks</p> <p>Problem solving</p> <p>Links made between new and prior learning with support from review and over-learning techniques</p>	<p>Positive behaviour policy</p> <p>Classroom and playground environments which focus on positive relationships and the development of social skills</p> <p>Planned opportunities for learners to learn social and emotional skills and build emotional resilience</p> <p>Recognition that everyone may experience some short-term difficulties managing their emotions and behaviour</p> <p>Effective systems in place which have both a positive and negative consequence to behaviour choices</p> <p>Quiet areas for learners to be able to calm/ refocus</p> <p>Good liaison in place so that parents are informed of their child's behaviour choices</p> <p>Appropriate differentiation</p> <p>Structures systems in place to support internal; transitions between classes/ around the school</p> <p>Systems in place which enable learners to easily communicate difficulties and worries</p>	<p>Ask parents for review by optician</p> <p>Attention to positioning in the classroom</p> <p>May be input from healthcare professionals</p> <p>Follow handwriting scheme with minimal modifications</p> <p>Differentiation in PE</p> <p>Staff training for medical conditions- including whole academy awareness training for anaphylaxis, asthma, epilepsy and diabetes</p> <p>Differentiated writing materials and equipment- adapted pencils, scissors, writing slope</p>
Wave 2	<p>Learner may continue to have speech difficulties despite QFT strategies being employed</p> <p>More significant pronunciation difficulties</p>	<p><b>Attainment is up to 18 months behind ARE</b></p> <p>Rates of progress have slowed</p> <p>Not on target to meet expected standard</p>	<p>Some emotional responses are more frequent or higher than expected for developmental stage</p>	<p>Handwriting is moderate and causes issues with legibility</p> <p>Mild to moderate issues with hand/eye coordination</p>

	<p>Phonological awareness difficulties which impact on progress in reading and spelling</p> <p>Mild receptive language difficulties</p> <p>Mild expressive language difficulties</p> <p>Some mild social communication difficulties, which are not impacting significantly on educational outcomes</p> <p>Difficulties in the understanding of language of learning (conceptual language, size, time, shape and position)</p> <p>May rely more heavily than expected on NVC</p> <p>More pronounced difficulties with making and maintaining friendships</p>	<p>Some concentration and attention difficulties</p> <p>Some difficulties with concept development</p> <p>Difficulty with the pace of curriculum</p> <p>Difficulty with the acquisition/ use of language, literacy and/ or numeracy skill</p>	<p>Some difficulties with friendships and relationships repeated over time</p> <p>Social and emotional development is behind developmental expectations</p> <p>Some issues with school refusal</p>	<p>Mild/moderate fine/gross motor skills difficulties</p> <p>Continuing issues with toileting-beyond reception year</p> <p>Continuing issues with self-help skills</p> <p>May require some adult supervision to manage a medical condition in school- diabetes/ asthma etc</p> <p>Some vision difficulties identified</p> <p>Some hearing difficulties identified</p>
<p><b><u>Strategies</u></b></p>	<p>WELLCOMM Assessment (EAL learners)</p> <p>Communication Trust Assessment</p> <p>Modifying teacher talk and scaffolding and modelling responses</p> <p>Chatterbox</p> <p>Colourful semantics</p> <p>Talk across the Curriculum</p>	<p>Wave 2 interventions- catch up</p> <p>Enhanced differentiation</p> <p>Modify level/pace/amount of teacher talk to learners' identified need</p> <p>Pre teach concepts and vocabulary</p> <p>Emphasis on generalization of skills</p> <p>Individual targets within group programmes</p>	<p>Plans for groups of individuals to enable them to manage difficult parts of the school day</p> <p>Parents encouraged to support targets at home</p> <p>Individual targets for learners</p> <p>Individual rewards systems</p> <p>Home school communication-daily</p> <p>Individual Behaviour Plan</p> <p>Behaviour Risk assessment</p>	<p>Dough Gym intervention</p> <p>Annual support for learner's specific medical conditions- diabetes, medication administration</p> <p>Care Plan written by healthcare specialist</p> <p>Alternative ways of recording</p> <p>Provide supervision for hygiene needs</p> <p>Further modification to school handwriting scheme</p>

				Practice dressing and undressing First Move/ Motor skills united interventions in small groups
Wave 3	<p>Persistent delay against age related norms</p> <p>Significant difficulties with pronunciation</p> <p>Intelligible speech/ disordered speech</p> <p>Jumbled word order in sentences</p> <p>Understanding of language is limited</p> <p>Unable to express needs clearly</p> <p>Stutters</p> <p>Difficulties in conveying meaning, feelings and needs due to speech intelligibility</p> <p>Speech sound difficulties impact on literacy development</p> <p>Difficulties in word storage and retrieval that affect fluency</p> <p>Difficulties in formulating sentences</p> <p>Difficulties following instructions, answering questions, processing verbal information, following everyday conversations.</p> <p>Not able to focus attention for sustained periods. May appear passive or distracted.</p>	<p><b>Attainment is at least 18months + behind ARE</b></p> <p>Progress has stopped or is very minimal in relation to baseline</p> <p>Concentration and attention difficulties are persistent and regularly impact learning time</p> <p>Mild but persistent difficulties in the acquisition/ use of language/literacy/numeracy skills</p> <p>Processing difficulties limit independence and may need adult support in some areas</p>	<p>Emotional responses are continuing or worsening in everyday situations</p> <p>Some aggressive behaviour has been observed</p> <p>Frequent swearing or offensive language used</p> <p>Disruptive behaviour seen in a regular pattern</p> <p>Threats of self-harm</p> <p>Depressive state</p> <p>Targeted intervention to address the issues a learner has taken place- for at least 1 short term.</p>	<p>Moderate or persistent gross and/ or fine motor skill difficulties</p> <p>Recording and mobility impacting on access to the curriculum and/ or the environment</p> <p>May need specialist input to comply with health and safety legislation</p> <p>Increased dependence on mobility aids</p> <p>Increased use of alternative methods for extended recording</p>

	<p>Difficulties sequencing, predicting and inference within both social and academic contexts</p> <p>Difficulties using and understanding non-verbal communication</p> <p>Poor understanding of abstract language and verbal reasoning skills</p> <p>Needs reassurance and forewarning of changes to routine of when encountering new situations/ experiences</p>			
<p><b><u>Strategies</u></b></p>	<p>Careful attention paid to position in the classroom- not necessarily at the front</p> <p>Referral to SALT</p> <p>Positive speech and language models</p> <p>Regular focused intervention 1:1</p> <p>Individualized SMART targets</p> <p>Tasks and presentation personalised to meet learner needs</p> <p>First Call</p> <p>Elklan Support</p> <p>Social communication intervention programmes- social stories, comic strip conversations 1:1 or small groups</p> <p>Socially speaking Intervention</p>	<p>Quality First Teaching-tasks and presentation modified for an inclusive curriculum</p> <p>Intensive planned interventions- 1:1 or very small groups</p> <p>Carefully differentiated learning opportunities</p> <p>Individualized SMART targets reviewed every small term</p> <p>Frequent opportunities for small group work</p>	<p>Boxall Profile complete</p> <p>PSP</p> <p>Communication Trust Assessment Completed</p> <p>Specialist Teacher Assessment</p> <p>Referral to BOSS</p> <p>Advice from PRT</p> <p>Learning Plan with a focus on SEMH targets</p> <p>CAMHS referral</p> <p>Healthy Minds referral</p> <p>Daily targeted intervention to address the learner's specific difficulties</p>	<p>Extended healthcare support in place- physiotherapy, occupational therapy,</p> <p>Referral to SEST</p> <p>Manual handling training provided to staff</p> <p>Modified curriculum/ planning for PE</p> <p>Adaptations to the learning environment</p> <p>Individual interventions to practice skills/ programme</p> <p>Buddy systems</p> <p>Specialist equipment in place to support needs</p>

				Adaptations to school site may be necessary Access to hygiene/ medical room may be necessary
EHCP	<p>Primary Area of Need</p> <p>May use AAC</p> <p>Some or all aspects of language acquisition are significantly below ARE</p> <p>Significant speech sound difficulties</p> <p>Diagnosis of language impairment/ Disorder or speech Impairment/ Disorder</p>	<p>Moderate/significant difficulties in the acquisition/ use of language/ literacy/numeracy skills</p> <p>Needs persist and appear resistant to previous interventions</p> <p><b>Attainment is at least 3/4 years behind ARE despite differentiated learning opportunities and concentrated support with wave 2/3 interventions</b></p> <p>Moderate difficulties with independent working and needs the support of an adult and a modified curriculum</p> <p>Cognitive assessments by a specialist teacher likely to indicate significantly below average range of cognitive ability (SS&lt;72 at the 3<sup>rd</sup> percentile or below)</p>	<p>Difficulties identified at previous stage continue/ worsen and there has been no significant change in the target behaviour/ social skill <b>despite QFT and targeted interventions</b> for at least 2 terms.</p>	<p>Significant physical/ medical difficulties with or without associated learning difficulties</p> <p>Physical/ medical condition will have a significant impact on the learner's ability to access the curriculum</p> <p>Significant and persistent difficulties in mobility around the building and in the classroom</p> <p>Significant personal care needs which require adult support</p> <p>Significant visual impairment</p> <p>Significant hearing impairment</p>
<b>Strategies</b>	<p>SALT programme carries out 1:1 daily</p> <p>Learner's academic potential must not be underestimated</p> <p>Significant adult support to ensure access to the full curriculum</p> <p>Significant personalised differentiation to ensure curriculum access</p>	<p>Quality first teaching <b>provided by the subject/ class teacher in the classroom as much as possible</b></p> <p>Mainstream class, working on a modified inclusive curriculum</p> <p>Frequent opportunities for small group work based on identified need</p>	<p>Individual support provided for at least 10 hours per week</p> <p>Intervention Placement in the PRU</p> <p>Regular 1:1 support to ensure a modified curriculum</p> <p>Individual intervention programme targeted at meeting the learner's specific SEMH need</p>	<p>Manual handling assessment</p> <p>Personal care assessment</p> <p>Intimate Care Plan agreed</p> <p>Modified curriculum in some/ all areas</p> <p>Alternative ways of recording to minimize handwriting</p>

	<p>Individualised SMART targets</p> <p>Pastoral Support programme to address social difficulties</p> <p>Social communication intervention programme 1:1 or small groups</p> <p>Use of AAC if appropriate</p>	<p>Additional adult support, <b>under the direction of the teacher,</b></p> <p>Specialist targeted interventions on a 1:1 basis</p> <p>Visual clues to support auditory information</p> <p>Withdrawal from classroom environment to complete tasks <b>planned for by the teacher</b></p> <p>Emphasis on basic acquisition of literacy, numeracy, ICT and life skills (KS3/4)</p>	<p>Daily access to member of staff with SEMH experience</p> <p>Targeted times of the school day supported by adult</p> <p>Therapeutic interventions- art therapy, play therapy, counselling, CBT, emotional; regulation work</p> <p>Daily target monitoring</p> <p>1:1 pre teaching of new concepts</p> <p>Involvement of wider services</p>	<p>Daily specialist programmes in place 1:1</p> <p>Enhanced adult support to enable access to the curriculum and QFT</p> <p>Specialist medical training may be required for specific medical procedures</p> <p>Accessibility to the whole site may need to be considered and adapted where necessary.</p>
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### **SEND Referral Form Appendix 3**

**Name of Academy:** **Date of request:**  
**Learner's Name:** **Learner's Date of Birth:**  
**Referred by:** **Class/ Form & Year Group:**  
**Learner's First Language & Nationality:**  
**Reasons for request for placement on SEN register/concerns:**

**Strengths/What is done well:**

**Current levels/EYFS stages:**

**Interventions/systems already in place/What works well:**

**I agree for my child to be placed on the academy's SEN register if required.**

**Parent/Guardian .....**

**I agree for the SEN team to share my child's information with supporting agencies and/ or their next school.**

**Parent/ Guardian .....**