



SEND Policy

Policy Data Sheet

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SECTION 1 - COMPLIANCE AND GENERAL STATEMENT

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014. This Policy has been created by Mrs Jude Lee in liaison with the SEND Governor, SLT and staff, with due regard to the input of students and parents with SEND.

At Big Life Schools, a significant proportion of students require additional support to address one or more barrier to learning. Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at Big Life Schools. All students identified as needing additional provision will be placed on the SEND Register under one single SEND category (this replaces the previous categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Provision Mapping and Individual Education Plans (IEPs). This Policy will set out our commitment to raising the aspirations and expectations for all students with SEND.

The purpose of this document is to describe the provision we make for students identified as having a special educational need (SEND) and the principles by

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which we make that provision. For consistency and clarity the term SEND is used throughout this document.

Big Life Schools believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. At Big Life Schools, we recognise a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

SECTION 2 – AIMS

The overarching aim of this policy is to ensure that the needs of pupils with SEND are accurately identified and effectively met so that all such pupils are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND
- c) Make sure that additional support is well targeted, using both in-class support and withdrawal
- d) Use the most appropriate resources to support learning, ensuring that the development of pupils' literacy skills has the highest priority
- e) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with national SEND policy and the SEND Code of Practice 2014.
- b) Work closely with the LA and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every pupil including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all pupils have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate pupils' achievements at all levels.

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- g) Work in partnership with parents /carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.
- i) Meet the individual needs of all pupils irrespective of whether they have physical, Sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.
- m) Provide support and advice for all staff working with special educational needs pupils.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for them,
- has a significantly greater difficulty in learning than the majority of others of the same age, or,
- has 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

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to pupils' diverse learning needs;
- c) aims to help pupils overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Sensory and/or physical needs

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Whilst it is clear that the purpose of identification is to work out what action school needs to take, it is not our purpose to fit a pupil into a category. At Big Life Schools, the needs of pupils are identified by considering the whole child, not just her/his special educational needs.

All barriers to learning, which may impact on progress and attainment, will be taken into full consideration. These are not considered SEND, for example:-

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT BIG LIFE SCHOOLS

At Big Life Schools all teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. "Quality first" teaching is a priority of the School. It is regularly monitored through observation, book scrutinies and data analysis.

Each term the SENCo holds an SEND review with each class teacher where pupils who are not progressing as expected are discussed. Pupils are only identified as SEND if they are deemed to need something additional to or different from the rest of the class i.e. if they have not made adequate progress after receiving quality first teaching and intervention/adjustments within class. A pupil may be placed on the SEND register following these reviews. The SENCo chairs a multi-agency meeting following all SEND reviews. SEND pupils with high levels of need are discussed by a number of different professionals e.g. educational psychologist, speech and language therapist. Specialised assessments and appropriate interventions are discussed and professionals agree the best way to support the pupils with SEND. The support is then implemented before being reviewed at the following term's SEND reviews.

The SENCo is responsible for:

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- a) assessing the specific needs of pupils with SEND (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEND) as deemed necessary;
- b) liaising with other settings/schools to aid transition for pupils with SEND and to ensure continuity of support. The SENCo ensures relevant information with regard to SEND pupils is forwarded on to relevant providers;
- c) ensuring that additional targeted support is mapped to and provided for pupils who need it through Provision Mapping;
- d) the day-to-day operation of the school's SEND policy;
- e) with the Senior teaching assistant and Head of Pastoral Care, leading and managing the team of teaching assistants;
- f) liaising with and advising class teachers;
- g) maintaining the SEND register and the records of all pupils with SEND;
- h) working with parents/carers of pupils with SEND;
- i) liaising with staff in school such as the Principal, Head of Pastoral Care, Attendance lead, Phase Leaders etc. to ensure that provision for pupils with SEND is effective and well-coordinated
- j) liaising with external agencies including the Educational Psychology Service, Speech and Language therapy, school health nurses etc.
- k) contributing to CPD training for all staff.
- l) attending/holding review meetings of SEND pupils where appropriate, including those pupils with a Statement or Education and Health Care Plan.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Through the termly process of SEND reviews and the multi-agency meeting the SENCo monitors the SEND register and SEND provision across the school. Support and interventions for pupils on the SEND Register are planned through a Provision Map and Individual Education Plans (IEPs). The provision map sets out the interventions that are being delivered in each cohort to support pupils with SEND. IEPs are written by class teachers with the child/family and explain the needs that have been identified, the support that will be given to address the needs with clear outcomes and a termly review date. The class teacher is responsible for evidencing progress according to the outcomes described in the IEP through SEND reviews and pupil progress meetings.

The schools follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for pupils with SEND. This approach includes;

- Regular standardised assessments to monitor progress and attainment of all pupils in reading, reading comprehension, spelling and maths to support the identification of SEND;

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- Termly SEND reviews and pupil progress meetings to identify those children who require additional support
- Regular communication and liaison with teaching staff by SENCo in identification and appropriate support of pupils with SEND;

Provision for pupils on the SEND Register is usually funded from within the school's existing budget. The level of provision for pupils with SEND is agreed upon in SEND reviews and the multi-agency meeting with reference to Manchester's Local Offer and the individual schools provision map. Specialist support and assessment is coordinated and monitored by the SENCo. The SENCo negotiates the SEND budget with the Principal every year and cost centres are agreed for funding additional services e.g. educational psychology, speech and language therapist, specialist teachers etc.

If a pupil is identified as having needs that are significant, complex and persistent and beyond the provision that school alone can offer, the SENCo will request a statutory assessment from the Local Authority (LA). Following a statutory assessment, before September 2014, a pupil would be issued with a statement of SEND which would outline the needs and provision that the child would receive. From September 2014, statements are no longer issued by the LA. Pupils who the statutory assessment team judge to have significant SEND will instead have an Education, Health and Care Plan (EHC plan). The EHC plan will bring together the views of education, health and social care with parents/carers and outline the strengths, needs and provision needed for the child/young person. The EHC plan will be reviewed annually and stay with an individual from age 0-25 years. For pupils who already have a statement of SEND there will be a gradual process of transition from statements to EHC plans. EHC plans, like statements and independent resource agreements before, usually involve the LA providing extra funding for the child. How this funding is used is set out within the Statement/Plan.

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENCo if they have any concerns or questions about SEND provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress and class teachers and the SENCo value meeting with parents and make every effort to do so at the earliest possible time.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER

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The SENCo has responsibility for the removal of a student from the SEND register at Big Life Schools. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Families of students with SEND are guided towards the Manchester Information, Advice and Support (IAS) [Manchester IAS](#) (formerly Parent Partnership Service), and to [Manchester Local Offer](#) for SEND in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.
- Unity's local offer is in the Unity SEND information report available on school's website
- Big Life School's admission arrangements form part of the agreed LA admission arrangements for schools. There are close links with feeder schools and if a child has previously been identified as having SEND, early contact is made with parents/carers.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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

Some pupils may also have special educational needs and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The schools employs qualified first aiders who take responsibility for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of pupils with medical conditions. See the School's policy for Supporting Pupils with Medical Conditions for more detailed information.

Number of First Aiders at Unity

Number of First Aiders at Longsight

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SECTION 8: MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing reviews, on an individual and cumulative basis and in conjunction with the Governors, Principal, SLT, SENCo, teaching staff and parents.

The SEND policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- the progress made by pupils with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation, quality assurance processes and the school improvement plan.

- The Principal oversees the professional development of all teaching and support staff. Most teaching assistant CPD occurs during meeting time/training days. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.

- The SENCo may identify the SEND training needs of staff in conjunction with the Principal/SLT and all staff are encouraged to undertake training and development, for example through INSET.

- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual pupils.

- The SENCo regularly attends the LA's Vulnerable Children's Network meetings in order to keep up to date with local and national developments in SEND

- There are two designated laptops and two i-pads with designated SEND software/apps. Practical resources, games and books for SEND are stored in the SEND room

- There is also the Oasis (Our Amazing Space In School) room that is a therapeutic inclusion room resourced to support pupils' emotional needs

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SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEND Governor/Governing Body

The Governing body has regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- ensure the necessary provision is made for pupils with SEND;
- determine the school's general policy and approach to pupils with SEND in cooperation with the Head teacher and SENCo;
- ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- ensure that parents/carers are notified of a decision by the school to make SEND provision for their child;
- ensure that pupils with SEND are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted pupils/small groups of pupils outside of the classroom as directed by the SENCo or class teacher.

Designated Teacher with specific Safeguarding responsibility

Principal, Deputy Principal/SENCo, Head of Pastoral Care, Office Manager

Designated member of staff responsible for managing PPG/LAC funding

Principal, Deputy Principal, LAC leader.

Designated member of staff responsible for managing the School's responsibility for meeting the medical needs of pupils:-

Principal

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SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

SECTION 12 – REVIEWING THE SEND POLICY

This Policy will be reviewed yearly to comply with new requirements for SEND with effect from 1 September 2014.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan on the school website:

www.thebiglifegroup.com/big-life-schools/unity-community-primary
www.longsightcp.com

SECTION 14 – COMPLAINTS PROCEDURE

The school's complaints policy applies. More information is available on the school website

SECTION 15 – BULLYING

Please refer to the Anti-Bullying Policy available on the school web site

SECTION 16 – APPENDICES

Please also refer to Manchester Information, Advice and Support (IAS)

[Manchester IAS](#) (formerly Parent Partnership Service), and to [Manchester Local Offer](#)

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