



BRIGANTIA
LEARNING TRUST
Creating excellence together

The Brigantia Learning Trust

Special Educational Needs and Disabilities Policy

July 2017
To be reviewed – Autumn 2018

This policy complies with the Statutory Requirements laid out in the SEND Code of Practice 0–25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act - 2013
- SEND Code of Practice 0-25 - 2014
- School's SEN Information Report Regulations - 2014
- Statutory Guidance on supporting pupils at school with medical conditions - 2014
- Safeguarding Policy - 2017
- Behaviour Policy - 2016
- SEND Closing the Gap - 2017
- Accessibility Plans - 2017

The policy was produced by the Trust's SENCOs and Hinde House Secondary Inclusion Team, in liaison with the Trust Management Team, SEND Director and Directors.

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Sheffield Local Offer is to be found at the link below:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

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Aims and Ethos:

The Directors and staff of each school in the Brigantia Learning Trust are committed to the development of an inclusive ethos that will support and inform their work with pupils and parents/carers. Trust staff will strive to ensure that every pupil is welcomed and valued as an individual, and has an equality of learning opportunity within each school. This will be achieved through the provision of the support, resources, tasks and activities needed to promote confidence as well as competence, for each pupil to fulfil their learning potential. The Trust commitment to inclusive education lies at the heart of the Trust's policy and practice in meeting the needs of all learners in each school including those identified as having special educational needs and disabilities.

The main principles of inclusive education in Trust schools:

- Every teacher is a teacher of every pupil, including those with SEND.
- The Trust has high aspirations for the achievement of all pupils.
- There is Quality First teaching and learning for all pupils, ensuring maximum progress and achievement of all.
- Pupils will be encouraged to participate fully in all the decision-making processes in their education.
- Parents/carers will be involved as partners with the school in supporting their child's education.
- Provision in Trust schools is based on an analysis of need.
- There is close monitoring of each individual's progress.
- There is a shared perception of the desired outcomes for every pupil.
- The Trust welcomes all pupils.
- All pupils have an equality of opportunity through learning together regardless of race, gender or ability.
- Adequate staffing and resources enable every pupil to participate fully in all aspects of school life.
- Each school community celebrates and values difference and diversity.
- Opportunities are provided for staff to be trained and supported in meeting the needs of learners, and working in collaboration with external specialists.
- Each school strives to be as physically accessible as possible.
- The Trust ethos reflects a commitment to inclusive education with all staff working within it building positive attitudes towards inclusive practices.

Definition of Special Educational Needs:

Pupils have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools.
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Definition of Disability:

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities'. (Long-term means it has lasted for 12 months or is likely to last for more than 12 months or for the rest of the person's life).

The definition is broad and covers people with a wide variety of disabilities including those which are not always visible. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Each school in the Brigantia Learning Trust has an Equality Action Plan.

This SEND Policy details how each school in the Trust will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are made known to all who are likely to teach them. Each school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have SEND, to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible, with the pupil receiving appropriate special educational provision and the efficient education of the pupils with whom they are educated.

Each school will have regard to the **Special Educational Needs and Disability Code of Practice 0–25 years** (June 2014) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

Each school is committed to safeguarding all pupils in its care - it will work to identify the safeguarding needs of all individuals. Please see the Safeguarding, Child Protection and other linked policies for further information.

Principles:

1. Brigantia Learning Trust staff will strive to meet the needs of their pupils who have special educational needs or disabilities, working to raise their aspirations, helping them to achieve the best possible educational and other outcomes, and helping them to prepare effectively for adulthood. Every teacher is a teacher of every pupil, including those with SEND and class or subject teachers are responsible for the progress of all pupils in their classes.
2. Pupils with special educational needs or disabilities will be welcomed into the schools and supported within the local community. They will engage in school activities alongside pupils who do not have SEND.
3. Pupils will be encouraged to participate fully in all the decision-making processes that occur in their education, giving their views, wishes and feelings in setting learning targets, contributing to their profiles, contributing to the assessment of their needs and to their reviews.
4. Parents/carers will be involved as partners with the school in supporting their child's education, participating fully in decisions (having been provided with the information

and support necessary to enable participation). They will be informed if the school is making special educational provision for their child.

5. All pupils with special educational needs or disabilities will have access to a broad, balanced and relevant curriculum. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the Trust's performance management for staff and professional development of all teaching and support staff. Teachers are expected to have high expectations for every pupil, whatever their prior attainment.
6. The Secondary School will ensure that pupils from Year 8 to Year 11 receive independent careers advice. Pupils will be helped to prepare effectively for adulthood.
7. Each school in the Trust will have a SENCO and Inclusion Team Leaders. In most schools, there will be a Learning Mentor. The Trust also has staff managing the Learning House and Learning Centre who offer support to pupils across the Trust schools. There is a Trust Leader for Inclusion who oversees provision in each school.
8. The Trust schools will prepare an annual SEN Information Report including arrangements for disabled children and an Accessibility Plan. Each school will also make arrangements to support children and young people with medical needs. Health Care Plans will be completed with parents/carers and specialist staff where needed and Trust schools will also work with the Local Authority in their production of the Local Offer.
9. There is a Director who oversees SEND - Tracey Priestley – and Governors' Committees for Primary and Secondary schools have oversight of each school's arrangements for SEND.

The Principles in action:

Principle 1: Brigantia Learning Trust staff will strive to meet the needs of their pupils who have special educational needs or disabilities, working to raise their aspirations, helping them to achieve the best possible educational and other outcomes and helping them to prepare effectively for adulthood. Every teacher is a teacher of every pupil, including those with SEND and class or subject teachers are responsible for the progress of all pupils in their classes.

- All teachers are teachers of pupils with special educational needs or disabilities.
- Teaching such pupils is, therefore, a whole-school responsibility requiring a whole-school response.
- Quality First teaching is the benchmark for every lesson.
- The majority of pupils will learn and progress within the normal curriculum.
- Teachers are expected to deliver programmes of study in ways that meet the particular learning requirements of their pupils.

Support for pupils with SEND:

When staff identify that a pupil has special educational needs then subject teachers and Inclusion staff devise interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Some interventions are part of the school curriculum, e.g. at Key Stage 3, pupils who have considerable difficulties with literacy or numeracy receive extra lessons. Pupils who are below age-related expectations are placed in a booster programme in English or Maths or both.

There is a graduated approach to support pupils with special educational needs. If appropriate, pupils will be moved into the SEN Support Stage. The graduated system is a continuous system looking to:

- Assess needs
- Plan approaches with clear outcomes and within an agreed time-frame
- Deliver
- Review impact and plan for the next steps.

SEND Structure:

This is a developing programme, based on the SEN Code of Practice (2014). Guidance will be amended particularly as the implications of the Locality Approach to organising SEN in Sheffield becomes clearer.

Stages in SEN Provision:

- A. Additional support**
- B. SEN Profiles**
- C. My Plan**
- D. Education Healthcare Plan**

A. Additional Support:

Each school in the Trust is committed to ensuring that there is high-quality teaching in every lesson. There is regular QA to monitor the quality of teaching and evidence of progress including examination of data and work in books. Each teacher has meetings with senior staff and there are regular meetings between SLT and senior staff including Heads of Department, Heads of Phases to ensure that each pupil makes the progress they need towards reaching expected progress as judged nationally during each year. Teachers differentiate tasks to suit the group and individual needs in their class.

Additional support of many types is offered in each school. This support may be needed over a shorter or longer period of time for an individual pupil and is available to all pupils as needed.

At Concord, the support offered includes:

- Intervention programmes to accelerate progress include:
- Rainbow Reading and Lexia to support phonics and reading
- LEAP, VIP and NIP to develop and accelerate language acquisition
- Pre-teach vocabulary sessions
- Friends for Life programme
- Athletics and Monster Maths to support basic skills acquisition
- Support from the SENCO and named staff for all pupils (as and when needed, e.g. bereavement support, emotional support, guidance with peer relationships)
- Regular support from the SENCO and senior staff for targeted pupils

- Phonics and basic skills assessment for all pupils new to the country (home language assessments are also completed where possible)
- Small group continuous provision style activities in Literacy and Maths run each day to give newly arrived, or children struggling with language, a grounding in English and enable them to access more of the mainstream curriculum
- Small group targeted Literacy and Maths support in Years 5 and 6
- Three Parents' Evenings for each pupil where parents/carers are invited to meet Class Teachers to discuss progress
- An intervention impact report is used to assess the impact of intervention programmes
- Half termly Inclusion Meetings are held in order for pupils' progress to be checked, their needs, relevant strategies and concerns to be discussed.

At Hinde House Primary, the support offered includes:

- Support from the Learning Mentor for all pupils as and when it is needed, e.g. bereavement support, emotional support, guidance with peer relationships
- Support from the Learning House as needed
- Assessment of all New Arrivals' phonic knowledge and they are placed in the appropriate daily phonics group
- Additional small group Maths/English in Year 6
- Fresh Start Maths for Years 5 and 6
- Intervention programmes to accelerate progress: Add on Maths (daily support available to address misconceptions from the lesson), Pre Theme Vocabulary to pre-teach before new topics, Turnabout to support concentration and memory, LEAP and VIP to accelerate language acquisition, Reciprocal Reading, On Track Maths, 1:1 Profile work
- Two Parents' Evenings for each pupil where parents/carers meet Class Teachers to discuss progress
- Termly reports on pupils' progress are sent home
- Half termly Achievement Team Meetings are held with all staff and Phase Leaders to feed back on intervention programmes, evaluate progress and discuss concerns
- Half termly Achievement Team Inclusion Meetings are held with Phase Leaders and the Inclusion Team. Pupils' needs are discussed, strategies aired and ideas for Inset are formed.

At Hinde House Secondary, the support offered includes:

- Intervention Programmes in KS3 to accelerate progress in literacy. They are graded in different levels and pupils can move through the groups as they make progress. The programmes include: a range of reading strategies including Guided Reading and Reciprocal Reading, phonics through Fresh Start, and Letters and Sounds plus basic literacy skills covering the main text types
- Extra lessons are provided in Numeracy on a daily basis
- Newstart provides support for New Arrivals into the country to give them a grounding in English and permit them to access the mainstream curriculum
- Support from the Learning Mentor Team for all pupils on entry to the school and as needed

- Support from the Learning Centre as needed, e.g. when a pupil has suffered an injury/had an operation
- There are two Parents` Evenings for each pupil where parents/carers meet Form Tutors, Head of Year and Subject Teachers. In addition, there are termly reports on progress sent home, feedback from the 5 Star Learner programme, and individual meetings with parents/carers and pupils as needed. Requests for individual meetings may be made by the pupil, parents/carers, external agencies or staff
- Meetings with staff with a specific responsibility for SEN within English, Maths and Science and the SENCO are held twice a half term. At these meetings, concerns are raised about individual pupils` needs and action plans formed
- Half-termly meetings in Terms 1 and 2 are held with each department and the SENCO. Feedback is provided about intervention programmes; pupils` progress is discussed and strategies aired; ideas for Inset are formed
- Half termly meetings between the SENCO, Head of Year and Learning Mentor discuss any concerns, check on progress, form action plans.

At Wincobank, the support offered includes:

- All children are taught in smaller, bespoke teaching groups, ensuring that the learning is pitched at the right level for the children
- Half-termly meetings between the class teacher and the SENCO to discuss any concerns
- Half-termly pupil progress meetings between the class teacher, the Headteacher and the SENCO to discuss children who haven`t made expected progress. This is then fed into the provision map. This cycle is continuous
- Termly reviews with parents/carers, some more regular than this for the most complex cases
- Transition meetings for children with SEN involving the parents/carers, the new and old teachers, as well as the SENCO
- Staff are able to fill in SEN cause for concern forms at any point. When they do this, the SENCO observes the individuals, giving the staff additional strategies and referring to outside agencies, if felt beneficial
- Learning Mentor/Deputy Head make themselves available for any child who needs support for whatever reason, i.e. to support children who are grieving, children who have emotional issues, family issues
- Modified curriculum is given for any children who are unable to access the curriculum
- Support for parents/carers of children with autism (the A Team)
- Support from external agencies such as portage workers, Health Visitors, Speech Therapists, Educational Psychologist and Learning Support teacher.

B. SEN Profiles:

If a pupil is felt to need support for their Special Educational Needs and they fulfil the agreed criteria (see the criteria below), they are placed on the SEN list and an Individual Student Profile is created. This profile includes a description of the pupil`s learning needs, important information for staff, views given by the pupil, views given by the parent/carer, strategies which may help the pupil to make good progress and any specific support offered.

The profiles are discussed and agreed between the pupil, parent/carer and school staff, and are reviewed each term.

Pupils are seen separately to gain their views and the questions used are based on the Structured Conversation questions plus the three questions - What is important to me? What people like and admire about me. How best to support me. There are also pictorial versions for younger pupils.

The prompts for parents/carers are similar.

Pupils and parents/carers are encouraged to take copies of these profiles when they have meetings with other agencies and are encouraged to seek advice so that the profile can be amended.

Before a pupil transfers to a new setting (particularly at Y2 and Y7), information is gained from the previous placement and from external agencies. Information is then placed onto a draft SEN profile. These are circulated to staff in order to provide some initial support for the pupil. Parents/carers are invited in for discussion and to jointly form an agreed profile.

When pupils have particular difficulties, early transition may be used. Testing for reading levels is completed as quickly as possible. Teaching Assistants give initial support to any pupil with known needs.

When profiles are completed, information is circulated to staff. If felt useful, recent reports from other agencies may also be circulated to staff with the profile (with the agreement of pupils and parents/carers). Separate medical profiles may also be required. Profiles are always available on the VLE and updates are notified to staff.

For pupils who are already in a setting, the initial profile is discussed with the pupil and parent/carer in term 3 and then the following year in terms 1 and 2 to complete the three reviews within the year. The majority of first reviews of the profiles take place at Progress Afternoon in October/November for all year groups.

For new pupils to a setting, their profile is completed in term 1.

Criteria for inclusion on the SEND Support List:

- Pupils who have a My Plan or an Education, Health and Social Care Plan
- Pupils who are not making the required progress and are following an intervention programme which requires them to be withdrawn from normal classes including - at the Primary Stage:
 - Pupils who work 1:1 with a Speech and Language Teaching Assistant on individual targets set by the NHS Speech and Language Service
 - Pupils who work 1:1 on a daily basis to follow the Switch On/Wave 3 Reading and Writing intervention
 - Pupils who have been tested and found to be dyslexic or with dyslexic tendencies and receive multi-sensory teaching twice a week
 - Pupils who have hearing difficulties and who receive hearing support
 - Pupils whose handwriting is illegible and who receive handwriting support weekly
 - Pupils who follow Occupational Therapy and Physiotherapy programmes

- Pupils who are not making the required progress and are following an Intervention programme which requires them to be withdrawn from normal classes including - in the Secondary Phase:
 - Pupils who have a reading age of less than 9.5 years and so follow the Corrective Reading programme
 - Pupils who have been tested and found to be dyslexic or with dyslexic tendencies and receive multi-sensory teaching twice a week or other programmes as needed
 - Pupils whose handwriting is very poor and who receive handwriting support weekly
 - Pupils who have considerable difficulties with Maths who receive support weekly
- Pupils who work with the Learning House or Learning Centre regularly
- Pupils who work with a Learning Mentor regularly and far more often than the usual pattern of support offered
- Pupils who have the support of External Agencies
- Pupils who have a disability and require extra support

NB - most New Arrivals into the country need to learn to read in English and may even need to learn the techniques of learning to read. Their inclusion in the SEND list will depend on the progress they make during the first four months of tuition in reading. At the Primary stage, their inclusion in the SEND list will depend on the progress they make in the first four months of tuition in phonics. If the pupil does not acquire the initial sounds of the alphabet within 4 months, they will be included on the list.

At the Secondary stage, if a pupil makes six months' progress or more in reading when tested after four months, then they will not be included on the SEND list, but their progress will continue to be monitored as the reading lessons continue. If progress is below six months, they will be included on the list.

C. My Plan:

Pupils who are placed at level 3 or above on the Sheffield Support Grid may have a My Plan created. These pupils will also have an SEN Profile. My Plans will be reviewed termly with pupils, parents/carers and any agencies involved.

A draft My Plan is pre-populated by the SENCO and relevant staff before the meeting to form the basis of discussion with parents/carers and any agencies who are involved with the pupil. Also, views are obtained from the pupil before the meeting.

Notes are taken at the meeting and agreement is reached on each section of the Plan by all present including proposed outcomes for the pupil. The Plan is written up after the meeting by the SENCO and circulated to all involved.

Each My Plan is reviewed after an agreed period - often a term - and then amendments will be made. It is expected that there would usually be three reviewed My Plans before it is agreed that a pupil may need an Education, Health Care Plan and a request then submitted to a Locality Panel. There may be some exceptions to this process, e.g. if a pupil is new to the school and has clear needs which the school is unable to meet and specialist provision should be considered. In that case, a request can be made to the Locality Panel after completion of the first My Plan, if the parents/carers and agencies involved agree that this should happen.

D. Education, Healthcare Plans:

If a pupil is unable to make expected progress without specialist support or in cases where all reasonable strategies have been exhausted and expected progress has not been made, then a move towards an EHC Plan should be started.

The SEND Code of Practice which the schools follow states that “In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, the pupil has not made expected progress. The Local Authority should pay particular attention to:

- Evidence of the pupil’s academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the pupil’s SEN
- Evidence of the action already being taken by the school to meet the pupil’s SEN
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- Where a young person is over 18, whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.”

The guidance adds that a young person who was well supported through the Local Offer while at school may move to an FE college where the same range or level of support is not available. An EHC Plan may then be needed. It may also be the case that young people acquire SEN through illness or accident or have an existing condition that requires increasing support as they get older.

It further adds that Local Authorities must not apply a ‘blanket’ policy to particular groups of children or certain types of need as this would prevent consideration of a pupil’s needs individually and on their merits.

Information gained for the My Plan will form the basis of information needed for an EHC Plan and further information will be gained from parent/carers, school, relevant agencies. Parents/carers will be involved at every stage of the process, including giving permission initially for a request to be submitted. They are able to stop the process at any point. Each pupil will also have a Student Profile.

At present, it has been agreed that a Locality Panel will meet to agree on any requests to assess for an EHC Plan. The process to be followed will be finalised in the coming months.

Actions following inclusion on the SEND support list:

- Agreement will be reached between Class Teachers, Inclusion Team and Core Subject Teachers about the support to be offered to each pupil on the list
- The support package will be discussed and agreed with the pupil and parents/carers
- A short profile of the pupil, the support offered and strategies to help teachers will be produced for each child by the Inclusion Team and class teachers. This will be produced with the agreement of pupil and parents/carers, and will include the views of the pupil and parents/carers. These profiles will be circulated to all teachers who work with the pupil and parents/carers will be encouraged to seek further input from external agencies involved with the pupil
- The support package will be reviewed termly between staff and parents/carers when each pupil's progress is reviewed
- The package (and profile) will be modified as needed after each review
- Teachers will be encouraged to observe Quality First teaching of these pupils within mainstream or intervention lessons and spread good practice.

Broad areas of need in the Code of Practice:

There are four broad areas of need:

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

Communication and interaction:

This grouping includes children and young people with speech, language and communication needs who have difficulty communicating with others. They may have difficulty saying what they want to, understanding what is being said to them, understanding the social rules of communication. Children or young people with Autism or Asperger's Syndrome have social communication difficulties.

Cognition and learning:

Some children and young people learn at a slower pace than their peers, even with appropriate differentiation. This broad grouping can include pupils with moderate learning difficulties, severe learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

These difficulties may show in many different ways, e.g. being withdrawn, displaying challenging, disruptive or disturbing behaviour. There may be underlying mental health difficulties, e.g. depression, anxiety, self-harming, substance misuse, eating disorders. Attention deficit disorders, attention deficit hyperactive disorder or attachment disorder are also included in this grouping.

Sensory and/ or physical needs:

Many children and young people with vision impairment, hearing impairment, multi-sensory impairment will require some specialist support and/or equipment to access their learning. Some children and young people with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action the schools need to take, not to fit a pupil into a category. Trust schools aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the pupil. The following may also impact on progress and attainment, but are not SEN:

- Disability - this alone does not constitute SEN
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

Any concerns relating to a pupil's behaviour must be described as an underlying response to a need which schools will identify once they know the pupil well. It is no longer a way of describing SEN.

Subject and pastoral staff remain responsible for working with the pupils on a daily basis and for adapting their programmes and approaches to allow the pupils to make progress, but also the Deputy Heads (Primary) or the Inclusion Team, pupil and parents/carers will advise on and help to devise an individualised programme for each pupil when needed.

Individualised provision:

The individualised provision made may also include, for example, the pupil being withdrawn to the SEN Area for a programme of Corrective Reading on a daily basis (Secondary) or working with a Teaching Assistant on an intervention programme (Primary) or spending time each week in the Learning Centre/Learning House.

All interventions will be monitored. The Headteachers, Deputy Heads, SENCOs and SEN Subject Leaders will arrange for interventions for Primary School pupils with learning difficulties, in discussion with Phase Leaders and Class Teachers. The Primary Inclusion Teams will be responsible for interventions around social, emotional, physical and sensory difficulties. The Secondary Phase Inclusion Team will arrange for interventions for pupils with learning and social, emotional, mental difficulties.

The Inclusion Team (Secondary), Headteachers or Deputy Heads in Primary, SENCO/ SEN Leader (Primary) will take the lead in:

- Planning future interventions for the pupil, in discussion with staff.
- Monitoring and reviewing the actions, and
- Ensuring that parents/carers are involved at all stages.

Following the graduated approach, if a pupil is not making expected progress from the individualised programmes then there will be referrals to external agencies with the agreements of parents/carers. This may include a referral to Sheffield's Learning Support Team and/or to the Educational Psychologist. Additional or different strategies are then put in place.

In contrast, if a pupil makes good progress and ceases to be withdrawn for a specific intervention or if their attainment moves to within a year of the expected level, then they will be removed from the SEND list and parents/carers and staff informed.

Meetings between staff:

To improve the partnership working of subject teachers and inclusion staff, and ensure that teachers are aware of progress being made in any Intervention programmes where pupils are being withdrawn from classes, a half-termly meeting is arranged for subject teachers and Inclusion staff to discuss individual children and their progress. These meetings are held with individual staff in the Primary Schools and subject departments in the Secondary School. The meetings also enable discussion about CPD requirements for staff and general discussion about strategies to help schools to improve the ways they meet individual needs of pupils.

A programme of CPD is arranged annually for all staff; information on SEND is included in regular staff meetings and there is information available on individual difficulties, e.g. autism on the staff intranet. This is extended as more useful information becomes known.

Identification, Assessment and Provision:

Provision for pupils with special educational needs or disabilities is a matter for each school as a whole. As stated previously, in addition to the Directors, the Executive Principal, Heads of School and the SENCOs, all teachers are teachers of pupils with special educational needs or disabilities. Teaching such pupils is, therefore, a whole-school responsibility. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Before entry to school, information is obtained about each pupil through home visits before a child begins Nursery; when in schools, from previous schools/classes and from external specialists, e.g. Educational Psychologist.

In Primary schools, the school will assess each pupil's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified special educational need or disability, this information will be transferred from the Early Years setting, and the SENCO/Inclusion Leaders and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning
- Involve parents/carers in implementing a joint learning approach at home and agreeing the provision in school.

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. It will become apparent within a few months which of these it is.

The school will record the steps taken to meet the needs of individual pupils. The Inclusion Team will have responsibility for ensuring that records are kept and available to the class teacher/subject teachers.

The pupil's SEND record should include information about the pupil's progress in the school from previous schools, from parents/carers, from health and social care and other agencies as appropriate. It should also include the pupil's own perceptions of any difficulties and may need to include how the pupil will be enabled to access the curriculum and the school day.

Monitoring pupils' progress

The Trust's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. Every half term, teachers provide information on the progress of every pupil in their subject/class groups or intervention and this information is scrutinized by Phase Leaders, Subject Leaders, SLT, and there are discussions with Departments/Phases and individual staff about any concerns and ways forward. Concerns will be actioned with Inclusion Team staff as appropriate.

These reviews may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

Each half term, there are meetings in the Primary schools between individual teachers, SENCO, SEN Leader and Inclusion staff about the progress of pupils with SEND, feedback from any interventions and new plans made which include outcomes within an agreed time. Any new concerns that the teacher may have are discussed and plans made. In Secondary, there will be half termly meetings with Departments to discuss pupils with SEND and make further plans, feedback from interventions led by Teaching Assistants (often reading, dyslexia and Maths) and identify CPD needs. There are half-termly meetings with Heads of Year to monitor progress, identify further concerns and suggest further strategies.

Teachers are responsible for monitoring progress of plans made, supported by Inclusion staff.

The termly meetings with parents/carers focus further discussion on progress made and further strategies agreed, when needed. However, parents/carers are alerted to concerns when they arise and strategies agreed. Pupils are encouraged to give their views and suggestions for ways forward.

In all Phases, all pupils receiving an additional intervention are identified and their progress is monitored and evaluated throughout the year by individual teachers. Teaching Assistants leading interventions complete Provision Maps on the shared computer systems.

Assessment:

On entry to Primary, baseline measures are established for every pupil and progress is measured from that point against Early Learning goals. On entry to the Secondary Phase, KS2 results are compiled and all pupils complete a group reading test. If pupils are seen to have difficulties with reading, further tests are given which may include the Macmillan Reading Analysis, the Corrective Reading Placement Test, the British Picture Vocabulary Test and a battery of tests for aspects of Specific Learning Difficulties. Within the first half term, pupils are assessed by every subject, concerns discussed and some groupings adjusted.

All pupils undertake half-termly progress reviews in curriculum subjects. Pupils who follow a reading programme are re-tested at least twice during each year or at the end of an Intervention programme. In addition to the termly reviews with the parents/carers of pupils on SEND Support in both Primary and Secondary Phases, all parents/carers receive information about pupils` progress throughout the year and are invited to meet staff at Parents` Invitation Evenings.

Assessment will include:

- Attainment on entry
- Early Years` Foundation Stage Profile
- Phonic check/results
- Teachers showing progress over time
- Half-termly assessments of pupil progress
- Outcomes of targeted interventions
- Criterion-references assessments, e.g. book bands
- Speech and language profile
- Specialist reports
- Work scrutiny
- Standardized tests
- Profiling tools, e.g. SDQ (Strengths and Difficulties Questionnaires)
- Observation schedules
- Learning Walks
- Questionnaires for parents/carers, pupils, staff

Support offered

In partnership with class teachers in Primary and subject teams in the Secondary Phase, the Inclusion Team, Headteachers and the Primary Deputy Heads in Primary and the Inclusion Team in Secondary Phase will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment

Pupils will be taught, as far as possible, in classes with their peers where they may receive additional support from Teaching Assistants in classes. They may also receive additional support from Teaching Assistants in withdrawal groups, the Special Needs Area, the Learning House/Centre or Learning Mentors. Support may be offered to groups or individuals and is aimed to answer individual need.

Strategies used may include:

- Teaching Assistant support into classes in Primary or into specific lessons, usually core subjects in Secondary
- Reading programmes, e.g. Read,Write,Inc: FreshStart: Dockside: Corrective Reading: Accelerated: Reciprocal Reading
- Guided reading
- Computer-based programmes, e.g. Lexia
- Thinking and memory skills programmes
- Multi-sensory literacy programme based on the Hickey approach (dyslexia)
- Spelling mastery or spelling workshops
- Group work on a range of topics, e.g. anger management, relating well to others, anti-bullying
- Behaviour modification programmes emphasising praise and reward
- Individual counselling
- Study skills programmes outside school hours including holidays
- Homework club daily
- Vocational courses in Y10 and Y11
- Individual programmes to improve targeted behaviours
- Personalised timetable
- Support for National tests in Y6 and for GCSE exams in Y10/Y11
- Special arrangements to support students in GCSE exams
- Application for Special Consideration to support GCSE exams

Identification, Assessment and Provision in Early Years` Settings

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0-5 years. This sets out what most pupils will have achieved by the end of the foundation stage. Pupils will progress at different rates during the foundation stage. By the end of this stage, some pupils may still be working towards the Early Learning goals. Such pupils need differentiated learning opportunities to help them progress and need regular monitoring of their progress.

Early identification of special educational needs and clear provision to address those needs is a key aspect of the Trust`s Early Years provision. Parents/carers are encouraged to contribute their knowledge and understanding of their child and raise any concerns they may have about their child`s needs and the provision that is being made for them, working in partnership with the Early Years` staff. Base-line assessments are completed when children start school at 2 years, at the start of

Nursery and Reception and they will help to identify any particular delay. Progress checks are made half-termly against the Early Learning goals including at the end of the Reception Year. The parents/carers receive a written summary of their child's development at 2 years and, if there are any concerns, a targeted plan is produced in partnership with any appropriate agencies, e.g. Sheffield Early Years Team.

The Heads of the Schools and relevant staff including Foundation Phase Leaders, Deputy Heads - KS1, and teachers in charge of the Two Year old provision and Nursery work - in partnership with the SENCO and Inclusion Leaders, work to ensure that support is put in place, including specific intervention programmes led by members of the Early Years Team and progress is reviewed regularly. Review meetings are held regularly and involve all members of the Early Years staff.

Support put into place follows the same structure as the rest of the school - Assess, Plan, Do and Review - in partnership with the parents/carers. If a child is identified as having special educational needs, a profile which includes the parent's/carer's, child's and school views is produced and reviewed three times a year with teachers and SENCO/Inclusion Leaders. Specialists are involved where difficulties continue and advice is sought by the Early Years` staff and SENCO/Inclusion Leaders. Specialists may include Health Visitors, Speech and Language therapists, Educational Psychologist and parental agreement will be obtained for their involvement.

Each member of the Early Years Team acts as a key-worker for a group of children, and this facilitates communication with parents/carers and other professionals involved with the family. However, all members of staff are responsible for observing, and occasionally noting down, the behaviours and skill development of children with SEND, and these observations are then discussed at review meetings. The Early Years Team take responsibility for communicating with outside agencies, and they are in regular contact with health visitors, communication therapists and the Under-fives Team at Ryegate.

As with all ages in school, an Education Health Care Plan (EHC Plan) can be sought where appropriate. Whether a child has SEN Support or an EHC Plan, there is preparation for transition before moves to another class, Phase or school take place.

Further support from external specialists:

If our schools are unable to meet fully the needs of a pupil through our own provision arrangements, then advice is sought from external specialists, e.g. Learning Support and the Educational Psychologist. Involvement of any external specialist requires agreement from a parent/carer beforehand.

Proposals to involve external agencies are usually agreed at the review meetings held between teachers, Inclusion staff and parents/carers. However, on occasions, concerns need to be urgently shared with parents/carers and action agreed - often this will be organised by the Inclusion Team.

Support is regularly received from a number of specialists. Their support is organised by Inclusion staff in each school - either the Inclusion Lead, SENCOs, SEN Leads, HLTAs. Annually, time is given within the Trust Leadership Team and with Directors to examining the cost of buying-in external specialists and reviewing their impact. This is led by the Trust Inclusion Lead. Where possible, a cost-effective Trust approach to employing external specialists is pursued.

- **A Local Authority Learning Support Teacher** works across the Trust. She has an allocated number of sessions each year in each Primary setting. She works with staff, pupils and parents/carers to assess and advise on strategies to meet identified needs. The SENCOs/SEN Leads work with her to organise her workload. The Support Teachers assess pupils and feed back to teachers, Inclusion Team and parents/carers. She supports the Staff Development programme, as appropriate. Secondary Phase will purchase her time if needed.
- The **Educational Psychologist** works across the Trust. She visits schools for a number of sessions each year but can prioritise her workload between the schools as needed. She gives advice to the school and parents/carers about strategies to support individual pupils and undertakes assessments of individuals. She will seek information from teachers, TAs, parents/carers, pupils, external agencies involved to inform his/her assessments. She also takes part in reviews and in the staff development programme, wherever appropriate. Referrals to the Educational Psychologist are channelled through the SENCOs, but may often be made by parents/carers. The Educational Psychologist acts as a critical friend with regard to aspects of inclusion work. She is involved in the development of My Plans and she has to work with a pupil before any request can be made for an Education Healthcare Plan, feeding back to individual teachers, Inclusion Team, parents/carers and pupils.
- **Liaison with Health Services:** The School Nurse may liaise with GP's, hospital Consultants and Community Paediatric Services on a school's behalf. Increasingly, however, there are direct links between the schools and the different medical services. Some pupils have received help from CAMHS and Becton Service, on an in-patient or out-patient basis, and liaison about these pupils has usually taken place directly between the SENCO and the staff at Becton/CAMHS. Contacts with physiotherapists and communication therapists who are employed by the Health Service are usually directly by the SENCO/SEND Subject Leader (Primary) or SENCO/HLTA (Secondary). Nursery staff are in regular contact with Health Visitors who pass on information about under-fives with SEND.
- In the case of a few pupils who cannot cope with attending school through mental health issues, alternative provision may be sought through the Distance Learning Project based around on-line learning. As the SEND code states: "On-line learning can offer certain benefits where there are significant barriers to a pupil physically attending an educational institution. It can provide for real-time teaching support, allow access to a broader curriculum and offer opportunities for students to interact with each other. Where feasible, on-line learning should be accompanied by opportunities for face-to-face contact with peers. Any decision to use on-line learning should include an assessment of his or her suitability for independent learning and home circumstances." IT staff and staff in charge of the programme ensure that the hardware and appropriate teaching materials are in place for the pupil. The pupil's use of the programme is monitored. Work is provided by the pupil's English, maths, science and humanities teachers who set and mark the work. There are weekly home visits by staff when the mental health of the pupil allows for this. There are reviews with parents/carers when other agencies who are involved are invited.
- **Social Care:** The MAST Senior Worker for Attendance comes into schools on a regular basis and referrals are made to MAST if there are concerns continue about an individual pupil's attendance despite school efforts. Communication with social workers employed by Social Care and Family Support Workers is also

directed through the Inclusion Team personnel. Some children in schools are from families who receive considerable support from social workers or Family Support Workers, and school staff are invited to attend regular case conferences/discussions about these families. Whenever the pupils involved are on the SEND List, the Inclusion Team will seek information about the pupil's progress from the class teacher/form tutor before attending the meeting. To support parents/carers, FCAFs are produced with the agreement of the parent/carer usually by the Mentor Teams.

- **Hearing and Visual Support Services:** Support teachers work in school with individual pupils and contribute to relevant reviews. At present, the Hearing Service works in the Secondary Phase regularly because of the high incidence of hearing problems. In addition to aiding individual pupils, they work with support staff on developing strategies and appropriate programmes. They also lead Inset with staff as needed.
- **Speech and Communication therapy:** Support is provided to individual pupils and to the Teaching Assistants undertaking speech and language interventions. The Service oversees the programmes put in place for individual pupils and reviews progress made.
- **Sheffield Futures:** The Careers Advisor, Zoe Barber, is an important element of Secondary careers advice for students as they look towards post-16. School funds an extra day for Zoe to be in school. The SENCO liaises with Zoe about pupils with SEND. Secondary are involved with a project called Future Shapers, at present, which offers extra support to students who may be at risk of NEET. These pupils are identified by year staff, Mentors and Inclusion Team.

Children of Service personnel:

Trust schools will ensure that there is effective and timely receipt and dispatch of all relevant records of service children with SEND moving between schools in the UK and overseas to enable effective planning ideally in advance of the child's arrival in the school. The MOD has developed the Pupil Information Profile for Service children which includes details of a child's SEND.

Schools will ensure that all reviews consider service-related issues, e.g. mobility, and ensure that access to assessments, interventions and provision is determined by their needs and not the time left in the school. Schools will consider how any funds received through the Service Pupils' Premium might be used to improve the overall approaches to meeting their SEN.

Anti-bullying approaches:

Schools within the Trust work to ensure every child and young person feels safe and is able to grow up, play and learn free from bullying.

We aim to create schools within which everyone is known, valued and feels secure, is supported and encouraged to achieve their potential. Within the school community, we expect everyone to show respect, courtesy and consideration towards all other members of the community and to visitors. Bullying undermines learning, achievement and success.

Trust principles about bullying:

- The Trust is committed to the health and safety of all its members, and will take action to safeguard their wellbeing
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it
- Each Trust school is committed to tackling bullying among its members and any instances of bullying will be regarded seriously
- The Trust will inform and educate pupils and staff on the consequences of bullying
- The Trust is committed to partnership with parents/carers on the issue of bullying by pupils
- The Trust acknowledges the importance of its pastoral role in the welfare of children and young people and, through the general ethos of the school, will seek to persuade pupils who are in need of support to come forward
- Victims of bullying will be treated in a supportive manner
- The Trust will seek to provide a learning environment free of any threat or fear thus enabling every pupil to achieve
- The ethos of each school will celebrate differences between its members.

Expectations:

All people who are connected with the school are aware of the Trust/school's opposition to bullying and feel confident that any incidence of bullying will be dealt with fairly and sensitively.

- Staff take all forms of bullying seriously and intervene to prevent incidents from taking place
- Staff keep a record of any incident - the child's name will be entered, a brief description of the incident including the person(s) bullying, the victim(s) and the subsequent consequence
- If staff become aware of bullying taking place between pupils, the situation is dealt with as soon as possible. The initial approach is a problem-solving one where the sequence of events which led to the incident is established (if possible) and the focus of the discussion should be the impact of the behaviour on the victim
- Consideration should be given to the best time to bring bully and victim together in order to avoid intimidation
- In some cases where it is felt intimidation is likely, the meeting would only take place when the bully has shown remorse or understanding of the impact of their behaviour. Where staff feel that bullying has occurred, remorse has not been shown and that bullying is likely to recur, SLT will contact the bully's parents/carers as soon as possible
- Once an incident of bullying has been established, there may be a referral of the victim to the Inclusion Team within the school to offer support and address issues such as self-esteem and how to develop skills to handle unwelcome situations
- If a child receives a number of complaints about their bullying behaviour then they will be referred to the Inclusion staff to work on their behaviour issues. They will not work with the Inclusion staff at the same time as the victims
- In severe cases, children may be referred for work in the Learning House/Centre and sanctions including exclusion may be applied
- In extreme cases where these initial steps have proved ineffective, each school may involve external support agencies such as the Community Police, Multi-Agency Support Team (MAST) or Educational Psychologist

- No bullying should be ignored. Bullying related to race, religion, culture, special educational needs, disabilities, appearance, health conditions, sexual orientation or related to home circumstances, sexist or sexual bullying is unacceptable. Racism, sexism or homophobic comments can never be dismissed. Name calling is the most common form of homophobic bullying. Every member of staff has a responsibility to challenge homophobic remarks. Verbal abuse can escalate to physical abuse.

Anti-bullying education:

Each school aims to encourage the pupils to inform a member of staff immediately of any potential problems in the sure knowledge that action WILL be taken and that pupils need not fear reprisals from other pupils. Pupils need to understand that:

TELLING IS OK. It is the responsibility of **every** member of staff to take seriously any allegations of bullying and ensure that incidents are followed up.

- The PSE programmes include anti-bullying education with strong emphasis on e-safety
- The programmes stress the importance of developing pupils` self-esteem, self-confidence and building successful relationships with others
- Support information including the telephone numbers of helplines will be displayed in school
- School Councils discuss the issue on a regular basis. They are asked to identify where incidents are more likely to happen, by whom and when, and also to check whether procedures for reporting to staff are clear
- School Council will help to update the bullying leaflets in school
- Additional support/education on issues linked to bullying may be implemented through the Inclusion staff.

School request for a statutory assessment for an Education Healthcare Plan (EHC Plan)

Where a request for a statutory assessment is made by a Trust school to the Locality Panel, the pupil will have demonstrated significant cause for concern and lack of progress, despite many interventions. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The panel will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence. This information will include:

- Views, interests and aspirations of the parents/carers and pupil
- A full description of the pupil's special educational needs and any health and social care needs
- Outcomes across education, health and social care based on the pupil's needs and aspirations
- Provision required and how education, health and care services will work together to meet the pupil's needs and support the achievement of the agreed outcomes.

The local authority must respond to a request to assess within 6 weeks and consult with parents/carers. Parent/carer and pupil must be fully involved if the panel agree that an

assessment should be made. The LA via the panel must be sure that, despite considerable support, the pupil has not made expected progress.

To decide this, they will need:

- Academic attainment and rate of progress
- Nature, extent and context of SEN
- Action already taken to meet needs
- Evidence that progress is only because of much additional intervention over and above that which is usually provided
- Physical, emotional, social development and health needs - from other agencies
- Although the LA has criteria for agreeing to an assessment, they must ignore those if appropriate when considering individual needs.
- There is a right of appeal against a decision not to assess and support is available for a parent/carer from an independent resolution service.

The process should:

- Focus on the pupil
- Enable them and parents/carers to express their views, wishes and feelings
- Enable pupils and parents/carers to be part of the decision-making process
- Be easy to understand
- Highlight the pupil's strengths and capabilities
- Establish what the pupil has achieved, what they are interested in and outcomes they may be seeking in the future
- Tailor support to the needs of the pupil
- Organize assessments to minimize the demands on families
- Bring together relevant professionals to agree the overall approach
- Deliver an outcomes-focused and co-ordinated plan for the pupil and their parent/carer
- An advocate can enable pupils/families to give their views where needed
- Local authorities will co-ordinate the process
- School will follow the local protocols for sharing information where appropriate
- The process from beginning to granting a plan must be within 20 weeks
- Information from schools must be provided within 6 weeks of a request for information
- The parent/carer has 15 days for their views on a draft plan.

The following advice must be sought:

- Advice from the parent/carer or pupil
- Educational advice
- Advice from the Vision or Hearing Impaired Service if appropriate
- Medical advice
- Psychological advice
- Social Care advice
- From Y9 onwards, advice around preparation for adulthood and independent living
- Advice from any person requested by parent/carer or pupil if the LA thinks it is appropriate.
- LA must provide for all giving advice copies of any representations by parent/carer/pupil.

EHC Plans must:

- Include the views of pupil, what they can do and have achieved
- Be accessible for all
- Must specify outcomes for pupil. Outcomes should be SMART, i.e. specific, measurable, achievable, realistic, time-bound
- Include consideration of a Personal Budget if suggested by pupil/ parent/carer
- Should show how education, health and care can be co-ordinated to achieve outcomes. The plan should show how different types of provision contribute to specific outcomes
- Should be forward-looking
- Include informal family and community support to help to achieve outcomes
- Have a review date
- EHC Plans should focus on education and training, health and care outcomes that will enable pupils to progress in their learning and be prepared well for adulthood. There can be wider outcomes such as positive social relationships, emotional resilience and stability. An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. For education, it will describe what the expected benefit will be to the pupil as a result of the educational or training intervention provided
- Outcomes usually set out what needs to be achieved by the end of a phase in order for the pupil to progress successfully to the next phase
- There may also be shorter-term targets
- A parent/carer or pupil can request a particular school, college or other institution and the Local Authority must agree unless it is unsuitable or be incompatible with the efficient education of others or the efficient use of resources. This may be a dual placement
- The LA must specify mainstream provision unless this is against the wishes of the parent/carer/pupil or incompatible with the efficient education of others.

Annual review of an EHC Plan

All plans must be reviewed at least annually with the parents/carers, the pupil, the Local Authority, the school and involved professionals. All need to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the pupil has achieved as well as on any difficulties that need to be resolved. At the review in years 5 and 10, the aim should be to give clear recommendations as to the type of provision the pupil will require at the Secondary or Post-16 stage.

Looked after Children:

It is likely that a significant proportion of Looked After Children (LAC) will have an EHC Plan. The Designated Teacher and SENCO in each school will ensure that staff are aware of the child's needs. The Local Authority's Virtual School Head tracks the progress of LAC.

A considerable amount of planning will be done around the care, health and educational needs of LAC. They will have a Care Plan which sets out how the Local Authority will meet the care needs of the child, addressing developmental needs. These include health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Care Plan will include a PEP and a Health Plan.

An EHC assessment must be carried out by the LA where the child lives. The child's social worker will ultimately make any educational decision on the child's behalf but the day-to-day responsibility is devolved to the carer.

Principle 2: Pupils with special educational needs or disabilities will be welcomed into the school and supported within the local community. They will engage in school activities alongside pupils who do not have SEND.

The Brigantia Learning Trust welcomes pupils with a wide range of special educational needs or disabilities. All pupils follow the same admission procedures. The Trust will not refuse to admit a pupil on the grounds that they feel unable to cater for their special educational needs or disability unless, in very rare and exceptional cases, they feel that it would not be in the child's interests or the interests of other children in the Trust. Disabled pupils will have the same right of access to schools and the curriculum as their non-disabled peers. Often a disabled pupil will also have SEN, but this is not always the case. For example, a child with severe arthritis or diabetes may not have SEN, but may have rights under the Disability Discrimination Act.

Schools must, by law, take reasonable steps to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the 'reasonable adjustment' duty.

Trust schools will keep their policies, practices and procedures under review. For example, school and classroom organisation, timetabling of lessons for disabled pupils, arranging school trips, sporting activities and extra-curricular activities to ensure that arrangements make such activities accessible to disabled pupils.

Accessibility Planning:

The planning duty has three elements:

- Improved access to the curriculum
- Physical improvements to increase access to education
- Improved information in a range of formats for disabled pupils

Within the Trust, the move into new buildings for some schools has enabled those schools to offer much improved facilities to increase access to the school for pupils who are disabled. The lifts, ramps, wide corridors, wide doors, fire doors which hold back, unisex toilets and changing facilities are an indication of the much improved access arrangements.

As part of its inclusive philosophy, the Trust supports the re-integration of pupils from special schools, units or the Inclusion Centres, where appropriate. The schools liaise with the Local Authority and other schools to support the transfer of pupils to and from Trust schools.

Transition:

Home visits are made by Primary staff before pupils begin Nursery or Reception and information is obtained from Early Years providers. Parents/carers visit the school with their children and support their child's gradual start into school.

In schools, there are meetings between teachers before pupils move to different classes and information is passed on. Parents/carers meet the new teachers and children spend introductory time with their new teachers.

Before entry to the Secondary Phase, visits are made to Primary schools by members of the Inclusion Team and information about the special educational needs of pupils is obtained from class teachers, including Key Stage 2 results, standardised test results, any Individual Plans and successful strategies used,.

Wherever possible, contact is made with named pupils by staff which may include observing them in the classroom, looking for strategies that have proved successful. Each pupil either with an EHC Plan or targeted pupils at SEND Support where the Primary SENCO thinks it will be helpful will be invited, with their parent/carer, to a meeting with the Inclusion Team before starting at Secondary and may make a number of extra visits into the Secondary Phase before the official transition visits.

Links with other schools and arrangements for transition between schools

When a pupil joins a Trust school from another school, all records are requested from the sending school. If the pupil was identified as having SEND at the previous school then the SENCO contacts the school directly to seek further information. This information will then be shared with the relevant staff.

The Head of the Nursery is responsible for the transition of pupils from our nursery to other schools and the passing on of information. The Y6 team Leader will take responsibility for the transition arrangements for the move of the Y6 pupils to the various Secondary schools.

It is the SENCO's responsibility to ensure that the papers of any pupil on the SEND lists are passed on to a receiving school, but in the case of Y6 pupils this usually follows a period in which Inclusion staff from the Secondary school visits Primary schools to discuss pupils with SEND with their class teachers/SENCO, and to meet the pupils themselves. For pupils with plans, the SENCO is responsible for transition arrangements, ensuring that receiving school staff get all relevant information. Where possible, the SENCO or Inclusion staff will attend the last annual review before transition. Pupils with SEND often have extra visits to the schools before official transition visits. Meetings will usually take place with parents/carers of pupils for targeted pupils or those with plans before the pupil moves into the school and profiles will be begun.

Principle 3: Pupils will be encouraged to participate in all the decision-making processes that occur in their education, giving their views, wishes and feelings in setting learning targets, contributing to their Profiles, contributing to the assessment of their needs and to their reviews.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

SEND Profiles:

Strategies employed to enable the pupil to progress will be recorded within an Individual SEND Profile. Every pupil at SEND Support will have a separate profile. The profile will include the following:

- Profile of the pupil's difficulties in school
- Views of the child
- Views of the parents/carer

- Views of the teachers
- Information from previous teachers
- Teaching strategies to be used
- Provision put in place
- The date the profile was completed.

Pupils are asked about their hopes for the future, short-term aims, likes and dislikes, strengths and weaknesses, support needed and their views on ways to improve support for them.

Reviewing the profiles:

The profile will be reviewed with teachers and parents/carers three times a year when parents/carers' views on their child's progress will be sought. Separate reviews will be held with pupils to update their input. Wherever possible, the pupil will also take part in the review process, be involved in agreeing outcomes and strategies to reach those and give feedback about any problems they are encountering either with their schoolwork or socially. This review will include information from class teachers (Primary) or teachers of core subjects (Secondary), Teaching Assistants, Form Tutor, (Secondary) Year Leader (Secondary), parents/carers and pupil. Outcomes and strategies will be agreed by all at the review. Parents/carers and pupil are expected to attend each review.

Parents/carers will receive a copy of the updated profile following the review. Parents/carers are informed that the profile will be circulated to their child's teachers in order that appropriate strategies for support may be developed. The overall profile must be agreed by all involved.

During the review, pupils will be encouraged to discuss any barriers to their learning that they are experiencing and what they would like done about these. Pupil views will also be sought on whether the support provided through a Teaching Assistant or equipment enables them to fully participate in learning. During the review, the views of the pupil will also be sought about progress made, any problems they may be experiencing and any further support which might be offered. Sometimes, the pupil will only be present for part of the review meeting if parents/carers feel that this is appropriate.

If the pupil needs further support to discuss any barriers facing them, they will be offered sessions with the Learning Mentor Team. Often these pupils will already be working with either a Learning Mentor, Learning House or Learning Centre and those staff will offer additional pastoral support as needed. This looks to establish a strong relationship with a pupil which will include support for any relationship difficulties with other pupils or staff, including bullying issues. Any looked-after child will automatically be supported by one of the Mentor team and will have half-termly reviews of progress as well as Personal Education Plan (PEP) meetings and LAC Reviews.

When planning for transition, parents/carers and pupils should have their views recorded separately if their opinions differ.

Principle 4: Parents/carers will be involved as partners with the schools in supporting their child's education, participating fully in decisions (having been provided with the information and support necessary to enable participation). They will be informed if the school is making special educational provision for their child.

Partnership with Parents/Carers

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Each school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents/carers of pupils with SEND will be treated as partners and supported to play an active and valued role in their children's education. The schools try to provide user-friendly information for parents/carers.

Parents/carers should have knowledge of their child's entitlement within the SEND framework. They must be told when SEND is first identified. They will be consulted and involved in the review of progress, target setting and planning the programme until the next review.

Permission will be sought from parents/carers before any individual programme is begun or before any external agency works with their child.

Parents/carers will be invited to attend all reviews of pupils at SEN Support. Reviews will occur each term. The dates of the reviews will be arranged well before the meeting, wherever possible. The reviews will usually last about half an hour. Wherever external agencies are involved, all agencies involved with the pupil will be invited to attend or submit a written report at least once a year.

The Inclusion Team will try to ensure that parents/carers are clear about aspects of the SEND Code of Practice and the procedures involved in it. They will try to liaise closely with the parents/carers of any pupil with SEND who is experiencing difficulties with learning. This liaison may be managed by letter, phone, meeting or visit.

Complaints Procedure:

If a parent/carer is unhappy about any aspect of SEND provision, then they should contact the Deputy Head - Inclusion. If a parent/carer is unhappy about the progress with the complaint, then they should contact the Headteacher or Executive Principal. If they continue to be unhappy, then they should contact the Chair of Directors in accordance with the school's complaints procedure. If they are unhappy with the process at any point, then the independent service - Sheffield SEN and Disability Information Service (SENDIAS) is available to resolve any difficulties. The Local Authority has to provide an independent advice scheme for parents/carers of all children with SEND (with or without EHC Plans). This service provides information, advice and guidance, independent parent/carer supporters and looks for practical educational solutions acceptable to all parties which are in the best interests of the pupil.

Principle 5: All pupils with special educational needs or disabilities will have access to a broad, balanced and relevant curriculum. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the Trust's performance management for staff and professional development of all teaching and support staff. Teachers are expected to have high expectations for every pupil whatever their prior attainment.

Teaching pupils with special educational needs and disabilities is a whole school responsibility. All teachers are teachers of pupils with special educational need and disabilities.

The Code of Practice underlines the responsibility held by all staff for teaching the range of pupils in school.

Action to meet SEND tends to fall within four broad strands:

- assessment, planning and review
- grouping for teaching purposes
- additional human resources
- curriculum and teaching methods

For some pupils, it will be necessary to choose work from earlier key stages so they are able to progress and demonstrate attainment, e.g. very occasionally a pupil has been placed with a year group below their chronological age in a Primary Phase.

The emphasis on literacy across the curriculum seeks to achieve consistency in handwriting, spelling, punctuation and presentation. Departments and Phase Teams will continue to discuss strategies to support the special educational needs of pupils.

Wherever possible, pupils with SEND will not be a separate group. As far as is appropriate for their own needs, within each school's finite resources and compatible with the efficient education of other pupils, they will be integrated into mainstream classes and supported within them.

Pupils will only be withdrawn from mainstream groups on a regular basis:

- to receive help with literacy, numeracy, emotional, social or mental skills, or to complete coursework
- to work with Educational Psychologist or other Local Authority Support Teams

Pupils with SEND or Disabilities are encouraged to take part in activities outside classes alongside all pupils, e.g. they are encouraged to join in lunchtime activities, residential experiences, School Council, Peer Counsellors, Student Ambassadors, sporting activities, Circle of Friends.

All staff are encouraged to develop their skills in the education and management of pupils with SEND. The SEND Policy is available on the Staff Hub. The SENCO and Inclusion Leaders offer advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.

Whole-staff Inset on aspects of SEND support is a regular feature of the schools' programme.

Teams of Teaching Assistants are used throughout the schools to work with teaching staff in meeting the needs of pupils. They may support pupils with SEND by giving support within class, offering smaller group support, working with individual pupils or with parents/carers.

Principle 6: The Secondary school will ensure that pupils from Year 8 to Year 11 receive independent careers advice. Pupils will be helped to prepare effectively for adulthood.

The Secondary school employs a Careers Advisor who supports the pupils and the year teams with information about progression into Post-16 courses, gives information about choices available, supports the process of applications, meets with pupils and their parents/carers to offer further advice, liaises with Sheffield Futures staff including specialist staff who support pupils with SEND, liaises with providers, supports work experiences and much more. All pupils with SEND are offered early appointments and extra sessions as needed. The Careers Advisor speaks to form groups from Year 8 onwards. Form Tutors meet with pupils for a period daily and they, in combination with the PSE programme in school, look to support pupils in their moves towards adulthood.

Meetings between the SENCO and Post-16 providers take place to prepare post-16 placements in order to ease transition and, with the permission of pupils and parents/carers, SEND information is passed to the relevant provider.

A considerable amount of extra support is put into place for pupils with SEND and other vulnerable pupils, particularly those who are in danger of having no training or employment post-16. Visits to post-16 placements are supported by school staff, link courses are arranged, additional interviews arranged. Additional support is given with telephone calls, applications, CVs and additional periods of work experience arranged where needed. All pupils, including those with SEND, are expected to take part in the work experience programme in Year 10 and considerable thought is given to appropriate placements in partnership with pupils. Parents/carers are encouraged to take part in these discussions.

Sheffield Futures offers individual support to a group of vulnerable Year 10 and Year 11 pupils to ensure that their post-16 placements are successful. At present, the Future Shapers project, organized with Sheffield Futures, is providing extra support to some targeted pupils. The teachers, Form Tutors, Year Leader and Inclusion Team put forward names of pupils who will benefit from this support. Pupils have to agree to taking part in this extra programme. The support continues throughout terms, holidays and into post-16.

Principle 7: Each school in the Trust has a SENCO and Inclusion Team Leaders. In each school, there are SEN Subject Leaders and Learning Mentor. The Trust also has Managers of the Learning House (Hinde House Primary) and Learning Centre (Hinde House Secondary) who offer support to pupils across the Trust schools. There is an overall Trust Leader for SEND who oversees the provision in each school.

The approach to Inclusion is a cross-Trust approach with a common structure overall. The Trust Lead - Inclusion oversees the Team.

In the Primary schools, there are SENCOs, a Senior Learning Mentor usually and may be Subject Leader (SEN) and Home-School Liaison Workers. Attendance Workers work across the Trust to improve any poor attendance

The Learning House/Centre provides a place for children and young people experiencing 'emotional, social, medical or mental difficulties' or who are at risk of disaffection. Staff support pupils who will benefit from a short-term teaching programme that will incorporate individual learning and behaviour targets. Learning House/Centre staff may also support pupils and staff within their individual classrooms across the Trust. They also provide behaviour management training and training in the Team Teach programme for Trust staff. The Manager of the Learning House in Hinde House Primary offers support across the Primary schools and is developing the offer to work with individual pupils who would previously have attended Key Stage Inclusion provision.

There is a team of Teaching Assistants in each school, many of whom offer intervention programmes organized by teachers and SENCOs.

In the Secondary Phase, the Inclusion Lead is supported by the Assistant Head for SEND and New Arrivals` Interventions, Higher Level Teaching Assistant, Senior Learning Mentor, three Learning Mentors, teachers with TLR to support the teaching of SEND pupils in English, maths and science and a teaching team for new arrivals. There is a team of Teaching Assistants, many of whom lead interventions in reading, dyslexia, speech and language, maths, handwriting and thinking skills. There is a Teaching Assistant who speaks Roma. (See Appendix 6 for Trust staff structures).

Principle 8: The Trust schools will prepare an annual SEND Information report including arrangements for disabled children and the Accessibility Plan. Each school also will make arrangements to support children and young people with medical needs. Health Care Plans will be completed where needed and feed into the SEND profiles where appropriate. Trust schools also work with the Local Authority who will produce the Local Offer.

The SEND Information Report and Local Offer:

The SEND Information Report for parents/carers is placed on the Trust website and individual school websites. If further information is needed, parents/carers are encouraged to contact the SENCOs or a member of the Inclusion Team. The Accessibility Plan is also to be found on each website. The Local Authority will publish the Local Offer which outlines Sheffield provision for SEND. (See link on page 2.)

Support for pupils with medical needs:

Many pupils will have short-term medical needs at some time. Some pupils have longer-term medical needs and may require medicines on a long-term basis to keep them well. For example, pupils with epilepsy or cystic fibrosis.

Others may require medicines in particular circumstances such as pupils with severe allergies who may need an adrenaline injection. Pupils with severe asthma may have a need for daily inhalers and additional doses during an attack.

Most pupils with medical needs can attend school regularly and take part in normal activities, sometimes with some support. If support is needed, then a Health Care Plan may be needed. This will be drafted by the school medical team with parents/carers to help staff identify the measures needed to support the pupil and ensure that they or others are not put at risk. The plan will be checked by SLT.

Trust schools will make reasonable adjustments for pupils with medical needs so as not to discriminate against them in relation to their access to education, including school trips. The Trust staff will seek to provide access for pupils with medical needs to the school premises and the curriculum as needed. For more detailed information, please see the Medical Policies which include arrangements for first aid, managing medicines, health care plans, management of eating disorders, the education of ill pupils, pregnant pupils and school-age mothers. In all cases, good communication between pupils, parents/carers and staff is essential.

If a pupil is admitted to hospital, the Local Authority will be informed so that they can ensure that educational provision continues to be provided. If pupils are returning to mainstream, then the Local Authority should work with them and the school to produce a reintegration plan.

Principle 9: There is a named Director who oversees SEND and Governors' Committees for Primary and Secondary who have oversight of each school's arrangements for SEND.

There are termly meetings of these committees which is attended by the Executive Principal, Headteachers of each school and the Trust Lead for Inclusion. Inclusion is a standard item on each agenda and issues are raised at each meeting. The SEND Annual Report is presented to these committees. There is a SEND Director - Tracey Priestley. She visits the schools regularly and meets with staff as often as she is able.

The responsibilities of the Directors with regard to SEN:

- The Directors will, in co-operation with the Executive Principal, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- The Executive Principal has the responsibility for the day-to-day management of all aspects of the school's work including SEND, ensures that the Directors are fully informed and also works closely with the school's Inclusion Teams, in particular the Trust Lead for Inclusion.
- Ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

Governors' Responsibilities include:

- To ensure that they are fully involved in developing and monitoring each school's SEND provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school improvement plan
- Ensure that the quality of SEND provision is continually monitored
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities
- Ensure that where the Executive Principal has been informed by the Local Authority that a student has SEND, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult with other governing bodies and Local Authority 'where necessary and desirable' to co-ordinate provision with an area

- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND; so far as is reasonably practical and compatible with the pupil receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents/carers annually on the implementation of the school's policy for pupils with special educational needs
- Have regard to the Code of Practice when carrying out duties towards all pupils with SEND
- Ensure parents/carers are informed when the school is making SEND provision
- Ensure that the SEND Policy is in place
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions. These arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care
- They should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported; staff should be properly trained to provide the support that their pupils need.
- These changes should give parents/carers and pupils confidence in the school's ability to properly support pupils with medical conditions so that they have full access to education, including school trips and physical education.

In summary:

Critical Success Factors for the Trust's approach to SEND:

- All needs met (culture, practice, management, development of resources, all designed to meet this)
- Early identification of needs
- Best practice exploited when devising interventions
- Wishes of pupil taken into account (in light of age and understanding)
- Views of parents/carers taken into account
- Multi-agency approach
- Assessments within time limits
- EHC Plans clear, detailed, within time limits, specify monitoring arrangements and are reviewed annually
- Improved attainment and progress of pupils with SEND
- Increase in % of KS4 SEND cohort going to and remaining in education, employment or training
- Reduction in % of pupils with SEN receiving one or more fixed-term exclusions
- Reduction in school absence of pupils with SEND
- Better support received to prepare young people for a successful transition to adulthood
- Planned and well-managed transition at key points
- Parents/carers feel they are listened to, are in control of the support offered, have choices, are involved in decisions and get right support at right time

The Effectiveness of the Trust's Policy

The effectiveness of the Trust's policy and practice will be reviewed annually, by monitoring those pupils' achievements that are identified as being at SEND Support. Numbers of pupils identified as having special needs will also be monitored and reported to parents/carers and Directors through the Annual Parent/Carers Directors' Report.

Pupil progress will be monitored and evaluated also against the progress they have made through any intervention programme.

Appendix 6 – Trust SEND Staffing Structures:

Trust Lead for Inclusion: Anne Robson

Concord School Team:

SENCO: Nicola Sherwood

HLTA: Andrew Dickenson
Lucie Harker
Charlene Stanton

Teaching Assistants: Matthew Roe
tba

Hinde House Primary Phase Team:

SENCO: Anne Robson
Manager of the Learning House/
Behaviour Lead: Owen Brown
Senior Learning Mentor: Charlene Bennett
Subject Leader – SEND: Sharron Hood - KS1
Rachel Grice - KS2
Home-School Link Worker: Michelle Swann

HLTA: Helen Bettinson
Steph Holland
Claire Williamson

Senior Teaching Assistants: Lisa Battersby
Natasha Carpenter
Carol Flynn
Amanda Garner
Joanna Kubica

Teaching Assistants: Sam Harrison
Julie Irons
Uzma Khan
Kerry Leversidge
Arfa Mohammed
Karis Rowding
Amy Sheldon
Rachel Spotswood
Theresa Suter
Nicola Wildgoose
Donna Wilson

Hinde House Secondary Phase Team:

SENCO:	Anne Robson
Assistant Head - Interventions for SEND/New Arrivals:	Fiona McLeod
Senior Learning Mentor:	Sue Flynn
Learning Mentors:	Mick Jones Karole Cotterell Jonathan Hood
SEND TLR English:	Rachel Burgan
SEND TLR Maths:	Wayne Murray
SEND TLR Science:	Louise Fox
New Arrivals Centre:	Sikhu Ndlovu
HLTA:	Emma Gibson
Senior Teaching Assistants:	Samantha Bolsover Bernie Crowley Mark Jackson
Teaching Assistants:	Ashley Allen Steve Carrkeally Alison Conaghan Miroslav Sandor

Wincobank School Team:

SENCO:	Tracy O`Malley
HLTA:	Denise Marsh
Senior Teaching Assistants:	Hannah Nuttall Hollie Hague Dawn Johnson Wendy Simpson Lynn Woodrow
Teaching Assistants:	Emily Burton Leanne Coates Rachel Congreve Katie Griffiths Debbie Jordan Goska Longford Rebecca Peace Lydia Scanlan
Nursery Nurse:	Lisa Wragg