



# **Rainbow Education Multi Academy Trust**

## **SEND (Special Educational Needs & Disabilities) Policy**



SENDCo: Samantha Nelson  
National Award for SEN Coordination Status: Passed in 2019  
Contact Details: [snelson@remat.org.uk](mailto:snelson@remat.org.uk) / 0151 727 6067

The SENDCo, Miss Nelson, is a member of our Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Mr Morris, advocates and works closely with the SENDCo to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our Local Academy Council also has a member (link governor) with responsibility for SEND, Mrs Shelagh Sutcliffe.

## 1. Overview

Any learner may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the MAT meets the needs of learners identified in the 'Special Education (Special Needs) (Information) Regulations 1999 and the Revised Code of Practice for SEND – 2015. It will ensure that no learners, especially those with SEN or disability, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of each individual pupil in the MAT.
- To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- To recognise and record students' strengths and successes to encourage a positive self image.

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p93, para 6.4). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

## **2. How Pupils with SEND are identified within Rainbow Education Multi Academy Trust**

The school's particular arrangements for assessing and identifying pupils as having SEND also form part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. All schools within the REMAT embed Trauma and Attachment strategies, paying particular attention to their early stages of life and development.

At St Silas CE Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the Leadership team in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child

becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs:

- Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach . At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

We take into consider what is NOT SEND, but may impact on progress and attainment:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do 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 Serviceman/woman

### **3. Teaching pupils with SEND and adapting the curriculum**

At the Rainbow Education Multi Academy Trust, all pupils have equal access to a broad and balanced curriculum. Where a pupil is identified as having SEND, action is

taken to remove barriers to learning and put effective special educational provision in place, both in and out of the classroom. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Teachers and support staff use a wide range of strategies to meet individual pupils needs, such as:

- Quality first teaching, differentiated approaches and scaffolds are a priority for all pupils in the school including those with SEND. Every teacher is a teacher of children with SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- As a MAT, SEND support takes the form of the graduated approach. This is a four part cycle which decisions and actions are revisited, refined and revised. (Assess, Plan, Do and Review)
- Tailored interventions which are regularly monitored and developed for impact on individual children.
- In-class support from Nursery – Year 6.
- Regular support from Child Wellbeing Support Officers and pastoral teams.
- Forest School activities bringing the curriculum to life outside of the classroom.
- Mindful spaces and quiet zones for children to access regularly.
- One Page Profiles are used if required for individual pupils. These include targets that children can work towards and experience success.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

At REMAT we ensure that each and every pupil is able to participate in the school's curriculum at their stage in learning, this is delivered through differentiated and appropriate work for the individual and the mastery approach.

To ensure that all learners at the Rainbow Education Multi Academy trust respect and embrace each other's talents and differences, we engage pupils and parents to raise awareness through focus weeks in school that teach children and their parents about SEND needs, raising awareness and teaching the school community to value and respect each other.

The role of the SENDCo requires that they hold QTS. The Headteacher and Governors developed the role of the SENDCo in accordance with the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

#### **4. Assessing and Reviewing the Progress of Pupils with SEND**

Our approach to assessment is built around the 'Assess, Plan, Do, Review' model.

##### Assess

As a MAT, we carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. If a child requires an assessment from an outside agency each school works closely with a range of agencies to inform their assessments. Any concerns by parents are listened to and acted upon as necessary. Assessments are reviewed every half term. The MAT uses PIVATs and SDQs (Strengths and Difficulties Questionnaires) to assess and monitor children with a special educational need.

##### Plan

Planning takes place between class teacher, SENDCo and SLT as required. SENDCos work together across schools to plan appropriate interventions. Parents are informed if a child is being provided with SEND support. Interventions are planned specifically for individual children, this will include expected impact and outcomes and a review date. One Page Profiles are devised which outline the child's needs and ways in which these can be supported.

### Do

The school's SENDCo supports the class teacher, advising on the effective implementation of support. The class teacher remains responsible for working with the child and overseeing interventions and group work led by an LSA.

### Review

Reviews are carried out on the agreed date. Reviews also take place during pupil progress reviews each half term with class teacher, SENDCo and SLT. EHCPs (Education, Health and Care Plan) must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. These reviews allow us to plan next steps for individual children.

## **5. Managing the Needs of Pupils on the SEND Register through the Graduated Approach and Exit Criteria**

Some children and young people identified as having SEND may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

## 6. Working with parents and carers to plan and review progress

All schools work closely with parents to keep them informed and involved with their child. We have a child centred approach when leading meetings. Parents are informed of new interventions and support their child is receiving. We have an open door policy and parents can speak to class teachers or SENDCo if they require. We encourage parents to support their child to ensure each individual reaches their full potential. We invite parents to training courses across the trust schools, if they are appropriate for their individual child.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly.

We guide parents towards the Local Authority Local Offer ([SEND Local Offer | Liverpool Family Information & SEND Directory](#)) for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements

## 7. Supporting Children with Medical Needs

At St Silas CE Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips, visits and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

Please see our 'Supporting Medical Conditions in School Policy' that can be found on our website.

## 8. Links to Support Services

As a school, we work in partnership with a number of outside agencies such as:



- CAMHS
- SALT (Speech and Language Therapy)
- Outreach support (e.g. Princes Primary School, Millstead School, Abbot's Lea School)
- Health and Social Services
- Educational Psychology
- SENISS
- Chatter Bug
- Seedlings
- Trailblazer

The School promotes the 'team around the school approach' and uses EHATs, where appropriate, to ensure early identification and assessment of SEND.

## 9. Resources and Training

CPD is a high priority in the REMAT. All teaching and support staff are given the opportunity to attend courses and training that assist them in developing the skills to work with pupils with SEND. A range of school-based training, cross-trust training and training outside of school is provided for all staff. All staff also receive regular Trauma and Attachment training.

## 10. Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENDCo.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

- ELEMENT 1 Core Educational Funding  
Mainstream per pupil funding (AWPU)
- ELEMENT 2 Notional SEN Budget  
Contribution of up to £6k for additional support required by child / young person with high needs, from the Notional SEN Budget

- ELEMENT 3 High Needs / Top-Up Funding

Top-up funding from the LA to meet the needs of individual children / young people with or without an EHC Plan

The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority; different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## 11. Roles and Responsibilities

As previously stated within the SEND Policy, we promote the responsibility of our teachers and the use of high-quality teaching to support children and recognise how the SENDCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at St Silas CE Primary School. These include:

- The Local Academy Council link member with responsibility for SEND (Shelagh Sutcliffe), who meets with the SENDCo termly and monitors the progress of pupils/students with SEN;
- The school's Child Wellbeing Support Officer (Machaela Wilson), who provides pastoral and emotional support as well as targeted intervention for children throughout school;
- The Designated Safeguarding Lead (Mr Morris);
- The lead teacher responsible for Children Looked After (Mrs Roberts-Mitchell).

## 12. Outcomes

At St Silas CE Primary School, all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as



favourably as others, and given appropriate access to the curriculum teaching and learning.

### **13. Compliance**

This policy complies with the statutory requirements in the 'SEND Code of Practice 0 - 25 (January 2015)' and should be read in conjunction with the following guidance, information and policies:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012