



Special Educational Needs and Disabilities (SEND) Policy

The Perins Multi-Academy Trust

2019 - 2020

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (July 2014, updated January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated May 2015)
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Perins MAT SENCOs (Special Educational Needs Co-Ordinator), Mrs Marie-Louise Woods and Gemma Tanihatu, with the SEN Link Governor in liaison with the Leadership Team, staff and parents of pupils with SEND.

This policy reflects the SEND Code of Practice 0 – 25 (Jan 2015) guidance, with which the school complies, and has regard to the guidance from the National Association for Special Educational Needs (NASEN).

SECTION 1

Sun Hill Junior School

The entire school community of Sun Hill Junior School is committed to providing a safe, secure environment in which all can flourish. We are passionate about supporting the needs of all children so that each and every child is equally included in the life of our school and that diversity, respect and tolerance are celebrated. We strongly believe in the importance of the well-being of our extended school family – families, Trustees, Local Governors and our local community – and our role in supporting this.

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Perins School

At Perins School we believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs, and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment or background. All teachers in the school are responsible for meeting the needs of all pupils in their class, including those with Special Educational Needs and/or Disabilities.

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SECTION 2 - AIM

Within the Perins multi-academy trust (MAT) we believe in raising the aspirations of, and expectations for, all pupils, including those with SEND.

Objectives:

- to work within the guidance provided in the SEND Code of Practice, January 2015
- to provide a Special Educational Needs Co-ordinator (SENCO)
- identify and provide for pupils who have special educational needs and disabilities or other additional needs
- operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- provide support, training and advice for all staff

SECTION 3 – Identifying Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice describes the four broad categories of need as:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

The Perins MAT identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The Perins MAT also considers what is NOT SEN 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
- English as an Additional Language (EAL)
- being in receipt of Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of Serviceman/woman
- poor behaviour is not considered to be a special educational need, however the underlying reasons for such behaviour must be considered.

Pupils are identified as having Special Educational Needs (SEN) through a variety of ways including the following:

- liaison with Infant school or previous school

- child performing below age expected levels
- concerns raised by Parent
- concerns raised by teacher regarding: progress in learning, physical challenges, social and communication issues or on-going emotional and mental health concerns
- liaison with external agencies
- health diagnosis

The schools within the Perins MAT will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

SECTION 4 – The Graduated Approach to supporting SEN

The Perins MAT follows the Graduated Approach to aid identification of SEN needs and the Assess-Plan-Do-Review cycle needed to effectively meet these needs. *SEN Support, Guidance for early years providers, mainstream schools and colleges to support children and young people who do not have an Education, Health and Care (EHC) plan. Children's Services Department. SEN Service. Nov. 2018* is used to support this practice. (see appendix 1)

- The Perins MAT regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement through: classroom observations, learning walks, regular data reviews, and pupil progress meetings. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN encountered.
- Class 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. They will refer to the school's Inclusion Matrix for suggested support strategies.
 - High quality inclusive teaching (QFT), varied for individual pupils, is the first step in responding to pupils who have, or may have, SEN.
 - Additional intervention and support cannot compensate for a lack of good quality inclusive teaching.
 - When there is a concern about a child having SEN, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment and consultations with the child's parents and any relevant agencies. At this point possible barriers are identified and strategies and interventions put in place to address these. Progress and concerns continue to be monitored regularly within classroom practice by the class teacher and are reviewed by the SENCO at least termly.
 - If further support is required the child will then be added to the SEN register and a Personalised Learning Plan (PLP) will be written in conjunction with the child, parents, teachers and SENCO. The PLP will then be reviewed each term with the child, parents, teacher and SENCO. If at any point the child makes good progress, meaning that they are in line with their peers, they will be removed from the SEN register.
 - If higher levels of need are identified for a child, more specialised assessments from external agencies and professionals maybe required. These assessments may be able to take place in school by the SENCO or trained staff, or through liaison by the SENCO with the relevant external agency e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapy, Physiotherapist, Teacher Advisors, School Nurse or Primary Behaviour Services.

- The Perins MAT welcomes support from external agencies and establishes close working relationships with any specialist, taking on board advice and support along with any specific programmes for individual children.

Sun Hill Junior School:

All children's academic progress is evaluated at termly progress meetings where progress and actions to date are reviewed and targets and associated strategies are outlined for those children who are not making expected progress. If it is thought, at this meeting or at any other time, that a pupil has a Special Educational Need this will be investigated and discussed by the class teacher, SENCO, pupil and parents.

Perins School:

If, after departmental intervention, the pupil continues not to make expected progress then the pupil will be referred to the Progress Group. The Progress Group will:

- review the work that has been done with the pupil so far
- investigate if the lack of progress is generic and issue advice and further strategies to class teachers. If at this stage it is thought that the pupil has a Special Educational Need then this will be investigated and be discussed with the pupil, parents and teachers.

SECTION 5 - Managing pupils on the Special Educational Needs Register

The level of provision is detailed on a child by child basis in response to their individual need. This is through discussion and agreement by the Headteacher, SENCO and class teacher.

- If it is felt that, despite the additional support given over a period of time, concerns remain regarding satisfactory progress, then advice and support from external agencies may be required to meet the child's needs. Appropriate referrals are then made and parents consulted.
- A request for an Education, Health and Care Plan (EHC plan) may be made to the Local Authority (LA) if a child continues to demonstrate significant difficulties or has a specific need.
- We work closely with feeder schools and further education colleges to ensure pupils who will find transition challenging have a programme in place. Some pupils also require additional input at the end of one academic year in preparation for the next. PLPs are updated annually and can be used as in-year transition information.

When a child has shown progress, through the review of PLPs, accrued progress data and information by the class teacher, and demonstrating that they are now:

- at a similar level to that of their peers starting from the same baseline
- able to match or better the child's previous rate of progress
- closing or have closed the attainment gap between the child and their peers
- they will be removed from the SEN register but closely monitored to ensure they continue to maintain progress. Parents and the child will be consulted with throughout this process.

Sun Hill Junior School:

Any child on the SEN register has a Personalised Learning Plan (PLP) which is written by the class teacher in conjunction with the SENCO, child and parents.

- The targets identified on a PLP will be SMART (specific, measurable, attainable, realistic and timely). This will ensure that there is a clear outcome that will be achievable in the given time frame e.g. 6 weeks, 12 sessions
- The PLPs are a working document, which means it will be annotated and amended in response to the child's needs, for example, the specific spelling patterns that a child is working on will be updated as soon as the child has mastered it, to ensure that the child continues to progress.
- It is the responsibility of the class teacher in liaison with the LSA (where appropriate) to keep the PLP up to date.

- It is the responsibility of the class teacher to ensure there is evidence to show progress according to the outcomes described in the plan
- Targets on the PLP are reviewed continually as part of on-going classroom practice and termly with child and parents. These are also discussed at parent's evenings twice a term.

Perins School:

The provision made for pupils is recorded in two ways:

- Firstly, the pupil's SEND information and personalised learning strategies (specific to them) is recorded and circulated on a one page Pupil Profile.
- Secondly, in partnership with the Pupil Profile, the student voice is recorded via a one-page Pupil Passport, detailing: information about their likes and interests, their views on how they learn best and information about any current interventions. This information is used by teachers when planning their lessons and allocating appropriate support through any detailed targets (PLP).

SECTION 6 - Supporting Students and Families

The Perins MAT understands that supporting the family, not just a child with SEN, is vital to ensure a child's progress.

- Parents are guided towards the LA local offer (Hampshire Family Information Services Hub) which will show any additional support that is available to them in the local area
- There is an SEN Information Report for each school within the Perins MAT and they are available on the relevant school's website
- The Perins MAT actively supports open communication with families and will respond to family concerns, from one-off events to on-going situations, with emails, phone calls and face to face meetings. Where it is felt beneficial, and families are open to the support, other agencies will be referred to such as: Early Help Hub (including family support workers), Primary Behaviour Services parenting support, Barnados and Young Carers.

SECTION 7 - Curriculum Access and Admissions

All children are entitled to access to the National Curriculum. Within the Perins MAT, a broad and balanced curriculum is planned for all children and wide range of teaching approaches and resources enable all children to engage with the learning.

Class teachers prepare all pupils for internal assessments and external exams, however, some pupils require additional arrangements. Appropriate staff will evaluate need by gathering relevant information such as: referrals from teaching staff, evidence of working practice and data from internal screening.

If these pupils meet the criteria, have a history of need and teachers can support the fact they have been using these arrangements (such as extra time) as their normal way of working, the school will be able to apply for access arrangements on their behalf. Every effort is made so that all children are fully immersed in the class teaching as much as possible. Access is through varied tasks, resourcing and questioning, with or without additional classroom assistant support.

Admissions

- All children are admitted to the school within the scope of the school's admissions policy (see Admissions Policy). All children will be admitted irrespective of any special educational need insofar as the restraints of the buildings, staffing and resources allow.

Links with other schools

- Records received from a child's previous school are utilised to inform staff of any Special Needs a child may have.
- All records are passed on to other schools when a child transfers.

- Links with infant, junior and secondary schools are maintained through TPA (Transition Partnership Meeting) meetings with relevant staff including the class teachers and SENCOs of all schools. Discussions on pupils with Special Needs take place to ensure an 'informed' transfer, as well as relevant documents being forwarded.
- The SENCO also has access to the local SENCO circle of further support and guidance

SECTION 8 - Supporting Pupils with Medical Conditions

The Perins MAT will have due regard to "Supporting pupils at school with medical conditions" statutory guidance for governing bodies of maintained schools and proprietors of academies in England 2014.

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) with an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For additional information, please see the school's policy on administration of medicines.

SECTION 9 – Monitoring and Evaluation of SEN

The Perins MAT regularly and carefully monitors and evaluates the quality of provision that is offered to all pupils. This is conducted in a variety of ways including:

- classroom observations
- learning walks
- book monitoring
- termly pupil progress meetings
- pupil conferencing
- discussions with parents
- views of staff

The SENCO has regular meetings with the SEN Link Governor who is invited to attend training sessions and monitoring walks. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10 - Training and Resources

The funding of Special Educational Needs provision comes from the main school budget and an additional sum based on the number of pupils on the SEN register. Funding allocated to special educational needs provision in terms of support provided by SENCO, class teachers and LSAs is determined by the budget and reviewed annually.

- The allocation of resources is determined by the individual needs of the children.
- All classes have access to a selection of equipment which can be used for all children, including those with SEND, along with additional resources located throughout the school
- Any time indicated on an EHC plan is met in full.
- The training needs of staff are continually reviewed, identified and planned for in response to the staff's and children's needs, through staff meetings, team training sessions, INSET days and external courses.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are actively encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. This information is also included in the Staff Handbook.
- The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 11: Roles and Responsibilities

Role of the Perins MAT Executive Headteacher: Mr Steve Jones, Headteacher of Perins School: Mr Steve Jones, and the Headteacher of Sun Hill Junior School: Mrs Sue Griffiths:

The Headteacher has the overall responsibility of meeting the Special Educational Needs of pupils in mainstream schools. The Headteacher, in co-operation with the Trustees, is responsible for:

- the strategic planning of SEN provision with the Trustees, incorporating the Code of Practice.
- keeping the Local Governing body informed of special needs issues.
- managing the SEN budget and the audit funding in consultation with the Trustees.
- implementing the Special Needs Policy throughout the school in consultation with staff.
- promoting staff development and training in Special Needs.
- contributing towards annual reviews of those children with an Educational, Health and Care Plan, implementing requirements for statutory assessments to the LA.

Role of the SENCO for Perins School: Mrs Gemma Tanihatu, and for Sun Hill Junior School: Mrs Marie-Louise Woods

Key responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating 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 Headteacher and Trustees 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

Role of SEN Link Governor:

Key responsibilities may include:

- having regard to the SEN Code of Practice (July 2014) when carrying out their duties towards all pupils with SEN.
- ensuring that the Headteacher communicates any SEN to the relevant school staff and that teachers are aware of their role in identifying and providing for pupils who have SEN. Liaising

with the SENCO and Headteacher on matters relating to Special Needs and provide relevant support.

- ensuring that appropriate provision is made for any pupil who has Special Educational Needs and/or Disabilities.
- ensuring that pupils with SEN have equal access to the curriculum. The efficient education of other children in the school and the use of resources should not be compromised.
- ensuring that parents are notified of a decision by the school that SEN provision is being made.
- monitor that SEN delegated budget is being spent appropriately.

Role of SEN Teaching Assistants

All LSAs/TAs contribute significantly towards supporting children with Special Educational Needs in the following ways:

- Implementing intervention and support in consultation with the SENCO and the class teacher
- Communicating concerns and providing feedback on children's responses and progress
- Supporting children in class through tasks designed by the class teacher
- Participating in relevant training and using their knowledge and experience to support the children they work with

Designated Teacher with specific Safeguarding responsibility: for Perins School: Mr Alexei Western, Miss Amy Craig, Mr Fern Calver, Mrs Fiona Stone, and Mrs Jackie Harrison. For Sun Hill Junior School: Mrs Sue Griffiths, Mrs Marie-Louise Woods and Mrs Stacey Lakeman

Staff member responsible for managing PPG/LAC funding: for Perins School: Mr Alexei Western and Mr James Ahmed, and for Sun Hill Junior School: Mrs Sue Griffiths

Staff member responsible for managing the school's responsibility for meeting the medical needs of pupils: Perins School: Mrs Katie Gould, and for Sun Hill Junior School: Mrs Stacey Lakeman

SECTION 12: Storing and Managing Information

All documents are stored in a safe and confidential manner. Documents relating to current pupils in the school are stored in a locked filing cabinet either in a locked storage room or in the SENCO/Headteacher's office. Electronic information is stored on the school network, which is secure and only relevant persons have access to.

All information is destroyed in line with the Hampshire County Council School Records Retention Schedule.

SECTION 13: Reviewing the Policy

This SEN policy will be reviewed annually.

SECTION 14: Accessibility Statutory Responsibilities

For information on accessibility, please see The Perins MAT Accessibility Plan, which can be obtained at either school office, or on the Sun Hill Junior School or Perins School website in key information/Policies.

Contacting key staff:

Staff can be contacted via the school office either in person, by telephone during school hours or by email. The Perins MAT will aim to respond to emails within 48 hours during the school week.

SECTION 15: Dealing with Complaints

Any parent who feels that the SEN provision is not appropriate for their child's needs should always discuss their concern with the class teacher/form tutor and SENCO. If this does not provide a satisfactory solution then a joint discussion should be held with the parents, class teacher and SENCO. If parental concerns are not resolved, the matter will then be referred to the SEN Link Governor. For further information, please see The Perins MAT Complaints Procedure Statement, which can be found on the website in key information/Policies.

Parents may contact Parent Support Services for additional advice and support on matters relating to special needs – the Winchester SEN team are available to give further details on current services available. Various HCC publications are also available for guidance.

SECTION 16: Bullying

Please see the Perins MAT behaviour policy and anti-bullying guidelines which can be obtained through the relevant school's website in key information/policies.

SECTION 17: Where to find additional information

Helpful information can be found on Perins School's website: www.perins.net or Sun Hill Junior School website: www.sunhilljuniorschool.co.uk

About Us –Key information

Policies:

- Accessibility Plan
- Anti-Bullying Guidelines
- Complaints Procedure Statement
- Child Protection Policy
- Behaviour Policy
- Equalities Statement
- Health and Safety
- Safeguarding
- Administration of medicines in the First Aid Policy
- Supporting Pupils with medical needs
- Admissions
- Pupil Premium
- Medicine and Treatment Consent Form
- SHJS SEN Information Pack
- Hampshire Local Offer – Services for children and young people with SEND
- Hampshire County Council – Admissions
- School Nursing
- DfE website
- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Hampshire SEN Team

Winchester SEN Team: winchester.sen@hants.gov.uk Tel: 01962 846569.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Hampshire Family Information Services Hub: <https://fish.hants.gov.uk/>

Key Terms

DST – Dyslexia Screening Test

EHC – Educational, Health and Care Plan

ELSA – Emotional Literacy Support

HCC – Hampshire County Council

LA – Local Authority – Hampshire

LAC – Looked After Child

LSA – Learning Support Assistant

NFER – National Foundation for Educational Research

NLS – National Literacy Strategy

PLP – Personalised Learning Plans (formally known as Individual Education Plans – IEP)

PPG – Pupil Premium Grant

SEN – Special Educational Need

SENCO – Special Educational Need Co-Ordinator

SEND – Special Educational Needs and Disabilities

7AS – 7 Alresford Schools Partnership – Sun Hill Junior School, Sun Hill Infant School, Cheriton Primary School, Four Marks Primary School, Preston Candover Primary School, Ropley Primary School, Perins Secondary School.

APPROVAL DATE:

Appendices

Appendix 1

SEN Support, Guidance for early years providers, mainstream schools and colleges to support children and young people who do not have an Education, Health and Care (EHC) plan. Children's Services Department. SEN Service. Nov. 2018

