



LATCHMERE
ACADEMY TRUST

SEND Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

NB: Through this document Latchmere Academy Trust may be abbreviated to "LAT"

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years. January 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour/Discipline Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, and Accessibility Plan

This policy was developed in consultation with representatives from the school community and will develop as changes are implemented over the coming year and then it will be reviewed annually.

Definition of SEND

The Special Educational Needs and Disability Code of Practice 2015 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need for which provision is made at Latchmere Academy Trust.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: autistic spectrum disorder, speech and language, visual impairment, moderate learning difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority, in consultation with the school.

The admission arrangements for pupils without a statement of special educational need / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

As part of the Trust, Latchmere School is a large mainstream school, with an SEN provision for up to 14 high-functioning children on the autistic spectrum.

2 Information about the policy for identification and assessment of pupils with SEN

Within the LAT, class teachers regularly monitor the progress of all pupils to review their progress. We also use a range of assessments with pupils at various points for example: Y1 phonics screening, Speechlink, teacher judgement, termly APP (Assessing Pupil Progress) etc.

The principle of early identification and intervention underpins our approach to recognising those pupils who require extra help. This is put in place, even if a special educational need has not been formally identified. This extra support is intended to enable the pupil to catch up. Examples of extra support are: School Start, focused Nurture Groups, Reading Champions, Occupational Therapy activity groups, Literacy and Numeracy support strategies and Memory Magic.

Even with high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases, these underlying needs often give insight to inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise and advice.

The purpose of this more detailed assessment and review is to understand the additional resources and different approaches which are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan which is reviewed regularly and refined / revised if necessary. At this point, if the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (though would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school judges whether any additional support offered has had an impact on the pupils' educational progress using the Code of Practice Assess, Plan, Do, Review model.

We work closely in partnership with outside agencies such as the Speech and Language Service, Educational Psychology, FASS, FACT and implement their educational advice regarding individual children

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress

- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The annual review evaluations of effectiveness will be collated and reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the Trust has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

3c The Trust's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN Code of Practice, 2015)

High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The Trust will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, training and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, the Trust employs some additional teaching approaches, as advised by internal and external assessments e.g. Precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

The Trust has a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

Trained first-aiders in our School Office will administer medicines, on the advice of medical professionals. Members of staff are available to assist children if necessary with personal care. Whole-school systems are in place to support positive and responsible behaviour which helps to avoid exclusions, increase attendance and raise levels of progress. The Pastoral Co-ordinator meets with children on an individual basis, according to need.

3d How the Latchmere Academy Trust adapts the curriculum and learning environment for pupils with special educational needs

We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, together with the strategies described in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Identifying SEN in schools

Schools are required to keep the appropriateness of their curriculum and learning environment under constant review

3e Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and is evidence-based. The amount of support required for each

pupil to make good progress will be different in each case. In exceptional cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives.

The Executive Head teacher has the final say in the use of the personal budget within the school.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at the Trust are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always carried out in partnership with families and carers. There is a wide variety of extra-curricular activities available, both at lunchtime and after school, and a Breakfast/After School/Holiday Club. The Extended School Manager is a member of the Inclusion Team and ensures that all children are invited to be included in the extra-curricular activities.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

We understand the importance of enabling all pupils to develop emotional resilience and social skills, both through direct teaching, e.g. in PSHE and Building Learning Power Lessons, circle time and Nurture Groups and indirectly within every conversation adults have with pupils throughout the day.

For pupils who need help in this area we also provide the following: a 'Thinking Space' in every classroom and where necessary, access to our Pastoral Co-ordinator.

Pupils who have emotional and social needs as a consequence of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. At Annual Review meetings, the parents' and pupil's views are included in the paperwork and children are also invited to comment on their progress towards targets at SEN reviews. Children complete the Pupil Questionnaire twice a year in order to evaluate our support and to improve our practice.

Children and young people with SEN may be vulnerable to bullying, so it is important to ensure that they report any behaviour that concerns them. The Trust has a zero tolerance approach to bullying and it is important that we continue to address bullying behaviour, as well as raising awareness of SEN for everyone in the school community. Incidents of racism and bullying are reported termly to the Local Authority.

4 The name and contact details of the SEN Co-ordinator

The Inclusion Lead with SENCo responsibility at Latchmere School is Carolyn Coles for Early years and Key Stage 1. Hollie Sheehan is SENCo for KS2.

If you would like to contact the Inclusion Lead, please do so by emailing or telephoning the Latchmere School Office. Mrs Coles or Miss Sheehan will respond as soon as practically possible and usually within 48 hours.

The Inclusion Lead for Nelson School is Fionnuala Howard

If you would like to contact the Inclusion Lead, please do so by emailing or telephoning the Nelson School Office. Mrs Howard will respond as soon as practically possible and usually within 48 hours.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

The school is keen to train and develop the expertise of every staff member; all teaching and non-teaching staff take part in our appraisal process, a part of which is identifying and meeting training needs. All teachers and teaching assistants have had the following awareness training: Dyslexia, Dyscalculia, Behaviour, ASD, OT and Speech and Language.

In addition, several teachers and teaching assistants have undergone enhanced and specialist training. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

6 How equipment and facilities to support children and young people with special educational needs will be secured

We have a variety of equipment and resources available to support children generally. Necessary specialist equipment will be considered on an individual basis

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils are invited to discuss the progress of their children twice a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, where regular progress monitoring indicates that a pupil needs access to some additional teaching to help them catch-up, this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not evident, we will contact parents to discuss this and what we propose to help us address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made; the parent/s will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be increasingly consulted about and involved in the arrangements made for him or her as part of person-centred planning.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at L.A.T. are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher and then with the Best Practice Manager/Lead of the Year Group. The Inclusion Lead would be available to attend these meetings if it were deemed appropriate. Then a request could be made for a meeting with the Inclusion Lead. We hope to resolve issues before involvement of the Chair of the Governing Body.

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Standard level membership to SPARK (the School Performance Alliance Richmond and Kingston)

- Link to the Disabled Children's Service for supporting families of pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / for pupils with a requirement for direct therapy or advice
- Ability to obtain advice from the Education Inclusion Service
- Membership of professional networks for SENCO e.g. SENCo forum and Behaviour Network
- School Nurse

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on:

HELPLINE: 020 8547 3014

Website: www.enhanceable.org

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. If deemed appropriate and beneficial, the Inclusion Lead and Best Practice Manager/Lead for the year group will visit the child in their current setting to observe and to talk to staff.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have formal and informal links with the local secondary schools.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on their website and on L.A.T. website. Parents without internet access should make an appointment with the Inclusion Lead for support to gain the information they require.

We will publish information on our website about the implementation of the governing body's policy for pupils with SEN. This will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.