



Aspire Learning Trust SEND policy.

CEO		
Mr Duncan Ramsey		
Primary Schools		Secondary School
New Road Primary and Nursery School	Park Lane Primary and Nursery School	Sir Harry Smith Community College
Executive Head teacher Mr Rob Litten		Executive Principal Ms Dawn White
Executive Special Educational Needs Co-ordinator (SENDCo) Mrs Frances Light-Rudland FLight-Rudland@aspirelearningtrust.com		SENDCo Mrs Laura Lancaster LLancaster@sirharrismith.com
Lower School Phase SENDCo Miss Louise Tansley	Nursery and Reception Phase SENDCo Mrs Shelly Ruggles	Deputy SENDCo Miss Georgia Purdy
Upper School Phase SENDCo Miss Charlotte Jones	Lower School Phase SENDCo Mrs Sophie Bowyer	

Updated: January 2024.

Aspire Learning Trust SEND Policy.

January 2024.

Updated after the implementation of the new SEND Code of Practice 2014 and revised 2015.

Please read this document together with the **SEND Information Report** and our **Local Offer** for CYP with SEND.

Note on terminology: Aspire Learning Trust provides education at all ages and stages. For this reason, the term CYP (Child and Young Person) will be used throughout this policy in reference to children, pupils and students.

Philosophy

At New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College we aim to meet the educational needs of all our CYP. They will have an equal opportunity to participate in the full curriculum of the school, including the National Curriculum and Early Years Foundation Stage Curriculum, at an appropriate level to their individual needs. We will ensure to meet the statutory requirements within the SEND Code of Practice 2014.

Purposes

- to promote our statutory responsibilities for CYP with Special Educational needs within the framework of the Code of Practice (2014)
- to ensure that all student who have SEND have their needs identified in order to support academic progression and continued physical and mental health and well-being in accordance with the SEND Code of Practice 2014 (updated January 2015).
- to outline our procedures for the identification and provision of CYP with SEND according to the Code of Practice
- to enable the Governing body to fulfil their statutory duties in terms of SEND.
- to secure appropriate resources to fulfil the schools requirements.
- to ensure any spending for SEND, including training for staff, is maintained within budgetary restraints.
- to allow all CYP full access to the curriculum using a variety of teaching styles, appropriate to their individual needs, as an entitlement
- to promote the school aims and British values
- to promote high standards, inclusion and equal opportunities for all our CYP.
- to collaborate with early education settings, other schools and appropriate services and agencies.
- to value and encourage a working partnership with parents of SEND CYP.
- to ensure that the views of CYP with special educational needs are listened to, and that they are involved in planning their education where appropriate
- to work with outside agencies that provide specialist support for CYP with SEND
- to encourage active involvement from parents/carers and CYP with SEND in meeting their individual needs

Definition of Special Educational Needs

CYP with special educational needs or a disability may:

- have a learning difficulty that calls for **additional and different provision** to be made for them
- have a significantly greater difficulty in learning than the majority of CYP of the same age

- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for CYP of the same age
- be under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them

(Code of Practice 2014)

Admission Arrangements for CYP with special educational needs

A child with special needs is not discriminated against in the Admissions Policy. At New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College we are determined to meet the educational needs of **all** our CYP. All teachers are made aware of the importance of the identification, monitoring and support of CYP with special educational needs and disabilities.

At Sir Harry Smith Community College they host an Enhance Provision Centre (EPC) which is referred to by local authority as the Enhanced Resource Base (ERB) which acts as a transition centre for CYP for CYP with Cognition and Learning difficulties. The criteria for admission to the EPC (ERB) includes:

- Identification through Annual Reviews at primary or secondary school
- Identified need for CYP in Year 5 through to Year 8
- CYP will have an Education, Health and Care Plan (EHCP) with 20 hours or more funding
- CYP enrolled in a Whittlesey/Coates area/school
- Other criteria that is considered by the local authority panel includes resilience and the need for Life Skills through withdrawal from selected mainstream subjects
- Significant learning difficulties and the need for basic academic skills through withdrawal from English and Mathematics.

The aim of the EPC (ERB) is to integrate CYP as soon as possible into mainstream school with full integration anticipated by year 9 or sooner. CYP should be identified as potential mainstream candidates, otherwise a more specialist educational environment should be considered.

Facilities for CYP with special educational needs and disabilities

- all doors leading into our school buildings are flat or have ramps to allow wheelchair access and to limit trip hazards
- there are toilets for CYP and or parents/carers with a disability, situated in school to use
- specialist equipment will be installed within each disabled toilet supporting individual needs at each site as and where needed.

Allocation of resources for CYP with special educational needs and disabilities

There are five areas to which funding is allocated:

- the opportunity for a primary full time non-teaching SENDCo (working across primary sites and secondary until August 2024)
- the opportunity for there to be a SENDCo Team for the trust which consists of: Phase SENDCos at Primary and a SENDCo and Deputy SENDCo at Secondary.
- the employment of TAs to work with named CYP (one-to-ones [1:1])
- the allocation of general and or department teaching assistants to support groups and individual CYP in the classroom
- an allocation of the school's capitation to purchase additional resources and equipment
- an allocation of the Schools Standard Budget to provide further training.

Inclusion arrangements

The school aims to provide regular and supported access to all aspects of the school curriculum for all CYP while they are with us. These include both academic and extra-curricular activities.

Complaints procedure

If any parents/carers have a complaint concerning the special educational provision for their child or about special educational provision generally, they should speak to the Class Teacher/Form Tutor, Phase Leader/Head of House and/or Phase/Deputy SENDCo initially. If this proves unsuccessful the matter should be referred to the Executive SENDCo (Primary) and SENDCo (Secondary), but if you feel that this still hasn't been successful then you can speak to the Executive Head teacher (Primary) and Principal (Secondary). Should the matter still be unresolved the parents/carers should contact the Governor responsible for SEND. If the approach is to a Governor s/he will, in the first instance, refer it to the Executive Head teacher (Primary) and Principal (Secondary). Your complaint will then be investigated and you will receive your initial response from the Chair within 10 days. If the matter still has not been resolved to the parent's satisfaction they can request a review of the written information concerning their complaint by a panel of school Governors. They have 10 days to make this request.

Roles and Responsibilities

The "responsible person" (as required by the Code of Practice, 2014) is the **Executive Head teacher** and **Principal**

The current SENDCo team is:

Executive SENDCo for Primary is **Mrs Frances Light-Rudland** (supporting at Secondary 2 days a week until August 2024)

Park Lane – **Miss Louise Tansley (Nursery and Lower School)** and **Miss Jones (Upper School)**

New Road – **Mrs Ruggles (Nursery and Reception)** and **Mrs Bowyer (Lower School)**

Sir Harry Smith – **Mrs Laura Lancaster (SENDCo)** and **Miss Georgia Purdy (Deputy SENDCo)**

The Governors with responsibility for SEND are **Mrs Sally Collier, Raneam Makansi and Zoe Drury** for Primary and **Glen Crossland** for Secondary

Roles and Responsibilities in relation to SEND

Your **child's teacher** is responsible for:

- Monitoring the progress of all CYP and having high expectations for all CYP in their class
- Providing Quality First Teaching which is carefully adapted to the needs of all CYP, to make sure that all CYP reach their full potential
- Identifying, planning and delivering any additional support that may be needed. This could include small group work, working in a quieter environment or having a personalised curriculum working closely with teaching assistants to assess the impact of support and or interventions
- Discussing any initial concerns with you and informing the SENDCo (Special Educational Needs Co-ordinator) that this has happened
- Completing termly one-to-one meetings with every CYP to review their current targets and set new ones that relate specifically to your child's needs
- Making sure that you are informed about these targets and let you know how well your child is progressing (this is in your child's individual support plan or on the class provision map which ensures that their learning is person centred)
- Making sure that the school's SEND policy is followed
- Making sure that all staff who support your child are aware of their strengths and difficulties
- Making sure that you are given feedback about how your child does when working with other adults

The **SENDCo Team at both Primary and Secondary** are responsible for:

- Writing the school's SEND policy and monitoring its delivery throughout the school
- Working with the Executive Head teacher (primary), Principal (secondary) and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Looking at what our CYP with a disability may require and what "ordinarily available provision" is needed to prevent there being a disadvantage to their education or need being supported
- Co-ordinating all the SEND provision
- Liaising with the Designated Child in Care Teacher and professionals where a looked after child has SEND
- Advising on the graduated approach to providing SEND support
- Making sure that you are told about any concerns school may have about your child
- Making sure that you are invited to all reviews and meetings about your child (this could be to look at their EHCP, support plan or their provision map targets)
- Ensuring that reviews of EHCP's are reviewed annually (if needed an emergency review can be called) and that APDRs and Class Provision Maps are reviewed termly or as and when targets are met
- Contacting out-of-school experts and agencies on behalf of you and your child then working with them to support your child
- Being a key point of contact with external agencies, especially the local authority and its support services
- Making sure that your child's SEND's are recorded in school. For this we have a SEND register.
- Making sure that records are kept up to date about the support given to your child and how effective it is
- Supporting all members of staff so they can support your child as successfully as possible
- Supporting you and your family as appropriate
- Advising on the deployment of the school's delegated budget and other resources to meet CYP' needs effectively
- Liaising with potential next providers of education to ensure you and your child are informed about options and a smooth transition is planned

The **Executive Head Teacher and Principal** are responsible for:

- The day-to-day management of all areas of the Trust which includes the support given to CYP with Special Educational Needs or Disabilities (SEND)
- Working closely with the SENDCO's to delegate responsibilities and to make sure the needs of all CYP are met
- Keeping the Governing Body informed about the provision for CYP with SEND

The **Governors with responsibility for SEND** are responsible for the following:

- monitoring the delivery of an up to date policy for CYP with Special Educational Needs or Disabilities (SEND)
- Liaising with the SENDCo to ensure the school has appropriate resources, and has made necessary changes so that the needs of all CYP in the school are met.
- monitoring the support provided for CYP with SEN by the school
- Keeping a general over-view of all of the above points by regular visits to school to talk to CYP and staff about the general provision for CYP with (SEND)

The **Trust Governing Body** are responsible for:

- Approving and adopting the School SEND policy
- Ensuring that SEND remains a strategic priority in decision making at Trust Board level
- Consider the impact on CYP with SEND when making decisions / policy changes e.g. changes to behaviour and homework policies etc.
- monitoring the use of the SEND budget for the school

The involvement of the CYP

At New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College we aim:

- to support all CYP in accessing all activities within their whole school life, where appropriate
- to ensure that all CYP have a clear understanding of what to do if they feel they need support in and around school (**Assess Plan Do Review** (APDR) grids)
- to ensure that CYP with specific needs have access to specialised support within school
- to ensure that CYP with SEND contribute to the reviewing of their own targets
- to ensure that CYP with SEND have regular opportunities to comment on their learning opportunities, both formally in review meetings and informally in class
- to ensure that their views are listened to and responded to where appropriate and relevant
- to give CYP access to extra curricular provision where appropriate
- to ensure CYP with SEND work alongside their peers as much as possible and where appropriate
- to encourage CYP with SEND to take increasing responsibility for their own learning

Working in partnership with parents

At New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College we aim:

- to recognise that parents/carers are important partners in the effective working relationship with the school in raising their child's attainment and well-being
- to ensure parents are fully involved in the identification, assessment, review and decision-making process in the school
- to respect the views and opinions given by parents
- to ensure parents are kept informed of all SEND matters relating to their child
- to recognise that having a child with special educational needs can create additional pressures for parents
- to provide user-friendly information, respecting linguistic, cultural or communication difficulties
- to gain parental permission before any referrals to other agencies are made
- to ensure parents understand the structure of the SEND provision for their child
- to ensure that written records are kept of all formal and incidental meetings with parents

Transition arrangements for CYP with special educational needs

- The introduction of each individual CYP to New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College, their transfer to another primary or secondary school or their progression to secondary school/college or university, is planned individually and is dependent upon needs
- The schools ensure that all records and information are transferred as quickly as possible and individual staff liaise with staff at the new school
- Transfer to secondary school is managed on an individual basis with several short visits to secondary school taking place in the spring/summer term as well as visits to the primary school by SENDCo and support staff from the secondary school
- Transfer to college is managed on an individual basis with visits and hand over meetings

- The Secondary SENDCo or Deputy are invited to the Annual Review meetings in Year 6 at primary

Identification, assessment, monitoring and review arrangements

- Any special educational needs and disabilities are identified early by teachers or support staff (under the new Code of Practice 2014 it identifies four types of need or disability: Cognition and learning; Speech, language and communication; Social, emotional and mental health; and Sensory and physical)
- Concerns are passed on to the SENDCo
- A variety of intervention strategies are used to find out which is most suitable for each CYP (evidence is provided in a **provision map** and in an individual **APDR** grid or individual **Behaviour change plan (BCP) Individual Education Plans (IEP).**)
- Discussion about the CYP special educational needs takes place regularly with the staff who deliver the intervention programme and is evaluated
- Parents are notified once school has any concerns and kept informed of any intervention work needed/provided
- Parents are encouraged to continue any intervention work at home and give regular feedback to class teacher/SENDCo
- Should the CYP needs not be met within school, external professionals become involved, liaising with school, parents and young person
- Regular reviews of the effectiveness of the intervention programmes are held

The Graduated Approach

Once a special educational need is identified, school staff put special provision in place to help the CYP fill the gaps in their learning or improve behaviour. This SEND support is based on a four-part cycle of:

Assessment – the needs of the CYP are assessed by school staff

Planning – support is planned

Doing – the support is carried out

Reviewing – the effectiveness of the support is reviewed

This is known as the **graduated approach**. This cycle continues, with the support becoming more detailed and specific if the CYP continues to have difficulties. There are regular reviews of progress made and adaptations to support as required. Reviews are made by class teachers with Teaching Assistants in conjunction with parents, professionals and at secondary school Supportive Skills Department (SSD).

A CYP who doesn't make the progress we would expect then becomes a CYP with a **specific learning difficulty** and further assessments are made. The support given is more specific and usually involves outside experts. They will work with you, school staff and your child to maximise the support given to your child. They will be involved in any decision about applying for support from the Local Authority.

A CYP who still has a high level of need despite the support put in place, and the involvement of outside experts, may need to be referred to the Local Authority for a statutory assessment of their educational and medical needs. This process used to be called applying for a Statement of Educational Needs but is now called applying for an **Educational Health and Care Plan** (or EHCP). Preparation towards applying for an EHCP is led by the SENDCO, supported by evidence provided by outside experts, medical professionals and school records. The views of the CYP and the parents are a very important part of the process to ensure that their needs, disabilities and medical ailments are catered for.

Access Arrangements

Primary Schools – New Road Primary and Nursery School and Park Lane Primary and Nursery School:

During time in primary school, CYP are given different levels of support with regards to accessing tests and in test situations. During their time in primary this is evidenced and monitored to ensure that when they get to Key Stage 2 SATs there is evidence for applying or informing the examination board of adjustments being made.

Adjustments/support that can be made in primary to ensure that CYP have the right level of support and access to exams are as follows:

- Assessments of reading speed for extra time can be done by getting the CYP to read a text in a set period of time. CYP with EHCP automatically receive extra time.
- Anyone, whether they have a SEND or not, can have a reader apart from in the reading test. Readers can read all the questions.
- As a school we can disapply CYP from their SATs if they are working at a level that means that they cannot access the questions. This will be discussed with parents prior to the SATs in May.
- Scribes and or transcribes can be put in place in school, this is just added to the head's declaration, we do not need to apply for this.
- Rest breaks do not need to be applied for. As a school we just stop the watch/timer and keep the CYP under test conditions and restart when ready. This can be done multiple times in a test.

If we apply for these then as a school, we could get a monitoring examination visit where the exam board will ask to see notes on plans, EHCPs and or ADPRs to prove that we are putting these reasonable adjustments in place to support the CYP everyday as well as in exams.

In order to gather as much information and gather evidence to demonstrate level of need throughout Key Stage 2 (Years 3, 4, 5 and 6) CYP may be subject to further assessment, which may include:

- York Assessment of Reading for Comprehension (YARC)
- SANDWELL
- Single Word Spelling Test
- Read Write Inc / Fresh Start assessments

We can out source referrals for:

- Dyslexia (Support for Learning)
- Occupational therapy difficulties (Breakthrough Therapy Services)
- Speech and Language assessment (Victory Speech and Language Therapy)

Secondary School – Sir Harry Smith Community College:

On admissions to Sir Harry Smith Community College, CYP are identified and may undertake testing to confirm any additional need and also using input from prior data (Primary School) and teaching staff concerns over performance in class/test situations over an extended period.

In order to paint a picture of need and gather evidence to demonstrate normal way of working, throughout Key Stage 3 (Years 7, 8 and 9) CYP may be subject to further assessment, which may include:

- Suffolk Reading Test
- Detailed Assessment of speed of handwriting (DASH)
- Cognitive Ability Test (CAT4)
- Colour Overlay test
- Teacher feedback and evidence
- Evidence or normal way of working within college

Additionally, supporting evidence is also gathered from:

- Education, Health and Care Plan (EHCP)
- CAMH reports
- Educational Psychologist reports
- Formal NHS diagnosis reports

If parents wish to submit a report from a private specialist (EP/Doctor/Counsellor/Assessor) as part of their request for the school to consider their child for Access Arrangements, parents should be aware that the school would require to see:

- Full original copy of any reports
- Original copies of all the tests completed
- Relevant qualifications of the Assessor.

This will enable the College (who under JCQ guidelines, can be the sole referrer for Access Arrangements) to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria. Even in this instance, any private report will only form part of the school's evidence when applying for Access Arrangements and may not guarantee that concessions will be awarded.

Using all of the information collated throughout key-stage 3, formal testing for Access Arrangements takes place during the Spring and Summer Terms of Year 9. This is so that all applications for Access Arrangements can be completed and approved by Exam Boards before the start of Year 10.

When making an application, the school utilises all previous years' testing as evidence of the CYP difficulties as well as being able to demonstrate the normal way of working within the classroom and during test situations, which is a JCQ requirement. Any application we make requesting Access Arrangements needs to include school-based evidence of need. CYP with approved applications for access arrangements will have these arrangements in class tests, mock exams and formal assessments.

The Deputy SENCO/AA Assessor, who holds the following specialist qualification, carries out all testing and assessments at the College:

- CPT3A (CCET & AAC)
- Awarding Body: REAL Training, validated by BPS and Accredited by Middlesex University

For centre-delegated Access Arrangements, the College follows JCQ guidance. The SENCO and Deputy SENCO/Assessor can allocate candidates a prompter and/or supervised rest breaks if:

- The need is a result of substantial and long-term impairment, and it is their normal way of working
- There is medical evidence to substantiate this arrangement and it is the candidate's normal way of working.

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. The policy on the use of word processors is kept on the College website and is also available from the SENCO/Deputy SENCO.

Assessing a candidate's need to use a word processor will include:

- Previous test data whilst at the College
- Any formal diagnosis

- Evidence of need from Teaching staff

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo. The decision will be based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect; and
- The candidate's normal way of working within the centre
- The need for separate invigilation must be substantiated by appropriate evidence of need

The evidence can take the form of a letter from CAMH, EHCP, EP, NHS Consultant or SENCo instructions. This evidence must be provided to SENCO or Access Arrangements Facilitator by the **end of the Autumn Term of Year 11.**

Links with external services

There are many external agencies who have links with New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College. The following services are contacted regularly for advice and/or assessment:

- Speech and language therapy service (SALT)
- Hearing impaired service (HIS)
- Visually impaired service (VIS)
- Service for Looked After CYP (ESLAC)
- Education Welfare Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- School Doctor
- Specialist Support Service
- Pre-School Support Service
- Educational Psychology Service (EP)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Locality Team
- Statutory Assessment and Resources Team (SAT)

There are also links to other services that parents can access under the Local Authority's Local Offer.

We also have our own Information Report which outlines what we can provide at New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College.

In addition, the SENDCO has a list of more specialised addresses of support organisations for parental and school use, e.g.

Parent Partnership Service
Autistic Society

The Specialist Teaching Team and the Educational Psychology Service are also used to support staff training in a variety of issues relating to special educational needs, e.g., dyspraxia, dyslexia, dyscalculia, social skills, autism, and ADHD.

In order to gain a referral to medical professionals such as Community Paediatricians, families will need to complete a version of a parenting course (Triple P, Cygnets, etc), once completed the family will need to embed the key learning points for 6 weeks then school will complete an Early Help Assessment (EHA) and Younited referral. In the meantime, school will begin to complete Assess Plan Do Review cycles to gather evidence and complete SDQ's to support the application for triage.

Evaluating success

The Governors will evaluate the success of this policy using the following success indicators:

- the management and deployment of resources ensuring that all the needs of all CYP are met
- early identification of a CYP SEND occurs and school follows the graduated response procedure outlined in the Code of Practice (2014)
- interventions used by the school are effective in raising standards of CYP with SEND and are an efficient use of TA time
- the views of CYP with SEND are listened to and taken into account
- school staff, external professionals and parents work together in partnership
- all CYP with SEND are included wherever possible in all classroom activities
- the system of progress reviews works successfully throughout the schools

Links with other policies and documents

This policy links to the following policies within each school or Trust:

- SEND Information Report
- Behaviour Policy
- Accessibility plan
- Safeguarding policy
- Inclusion
- Supporting CYP with medical conditions
- Mental Health and Well-being
- Intimate Care and Needs plan

Storing and Managing information

School files hold the main school records for CYP. The school's information management policies adhere to legislative requirements for example data protection and Freedom of Information Acts.

In Primary School records for SEND provision and support for CYP are now stored electronically on a secure shared platform that can only be accessed by the SENDCo team. CYP in years 2-6 still have historical paper records which are stored in lockable cupboards/drawers in a lockable office for confidentiality purposes.³

The Supportive Skills Department hold records of SEN provision and support for CYP they work with. These records are stored in filing cabinets in a lockable room for confidentiality purposes. Once the student leaves the school they are either:

- Forwarded to their new school.
- Archived for 9 years or a designated minimum term

Mrs Frances Light-Rudland

Updated January 2024

Primary Executive SENDCo