



Special Educational Needs and Disabilities
Policy



Review Framework

This policy should be reviewed every two years (or sooner in the event of revised legislation guidance)

This policy was updated on : September 2024

Next review date: September 2026

Approved by Chair of Governors:

Date:



This policy has been formulated with regard to the 2014 SEN Code of Practice: 0-25 Years, the Equality Act 2010 and the Children and Families Act 2014.

At Sir Martin Frobenius Academy, we have high expectations and set suitable targets for all pupils.

In this school a special educational need is defined in accordance with the 2014 Code of Practice: 0-25 Years.

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in a pupil's Education and Health Care Plan.

Terms:

- SEND refers to a Special Educational Need and Disability

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools – 2014 SEN Code of Practice: 0-25 Years – Introduction xiii and xiv

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with additional and special educational needs.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents and carers
- To communicate with the Governing Body to enable them to fulfil their monitoring role regarding the Policy Statement for additional and special educational needs.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils



Responsibilities

The Special Educational Needs Co-ordinator (SENCO), in collaboration with the Head teacher and Governing Body, takes the responsibility for the operation of the SEND policy and the co-ordination of special educational needs provision, working closely with staff and parents/carers, The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

At Sir Martin Frobisher Academy, the SEND/ Pastoral Support Team comprises:

SENCO	Priscilla Wadsworth
Designated safeguarding Lead	Karen Haven
Attendance and Admissions Lead	Lydia Coles
Head of School (Inclusion)	David Girdlestone

The SENCO responsibilities include:

- Overseeing the day-to-day operation of this policy and the SEND information report
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Supporting staff to identify pupils with SEND.
- Carrying out detailed assessments and observations of pupils with pupils with specific learning problems.
- Co-ordinating the provision for pupils with SEND.
- Supporting teachers in devising strategies, drawing up and reviewing SEN plans in accordance with the Essex Guidance for One Planning (Assess, Plan , Do, Review) , setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for the use with pupils with SEND and on the effective use of learning support.
- Empowering the sharing of information and strategies between the school and parents/carers of pupils with SEND
- Liaising with outside agencies (Education Support Services and Health and Social Care), arranging meetings, and providing a link between these agencies, class teachers and parents/carers.
- Maintaining the school's SEN register and records.
- Assisting the monitoring and evaluation of pupils with Additional and Special Educational Needs and Disabilities using school assessment information.
- Monitors and evaluates the school's SEND provision
- Contributes to the in-service training of staff.
- Supporting the Learning Support Assistants in their role to facilitate provisions and interventions across the school.
- Supporting the transition process to the next stage of education and/or to a new setting.
- Provide an annual SEND information report, detailing the school's offer.

Staff Training:

A comprehensive programme of Continuing Professional Development for Additional and Special Educational Needs is planned according to the school pupil profile.

Facilities for Pupils with Special Educational Needs and Disabilities:



The school is a building on one level without stairs. The demountable buildings have access ramps. There are disabled toilets in the school with handrails and a raising changing table. The site manager undertakes access reviews and the SENCO works with the specialist teacher for Physical Neurological Impairment and other agencies such as Occupational Therapy, Hearing Impairment Specialist Teacher and Physiotherapy to ensure that the environment is accessible to the best of our ability and discuss what adjustments can be made. All members of the school community, including pupils are invited to inform the school of any disability they have.

Identification, Assessment and Review

The school follows the SEND Code of practice 2014: 0 to 25 years' graduated approach regarding the identification, assessment and review of pupils with additional and special educational needs and disabilities. The four key actions are:

- Assess: the class teacher and the SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support. This is through the 'Cause for Concern' flowchart.
- Plan: parents/carers must be notified wherever it is decided that a pupil is to be provided with SEND support.
- Do: the class teacher should remain responsible for working with the child daily. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains the responsibility for that pupil's learning.
- Review: the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive an adaptive curriculum to meet the needs of pupils through Quality First Teaching. Those who struggle to make the expected progress are initially identified by class teachers and supported by the SENCO. The schools has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO and head teacher about a child with a potential SEND or other barrier to learning. Parents and carers can also raise concerns about their child or children. We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data, for example: relevant family/medical history, EYFS profiles, pre key stage standards, Teacher assessments, SATs results, LSA assessments, reading and phonological awareness assessments, early numeracy and literacy assessments, speech and language screeners, behaviour and attention observations, and Thrive online assessments.



Additional and Special Educational Needs and Disabilities

Pupils who do not make expected progress based on accumulated evidence are first provided with a detailed One Page Profile and access support within class, closely monitored by the SENCO and pastoral teams.

If necessary, in consultation with parents/carers, a SEN plan (One Plan) is drawn up. The format allows for close monitoring of progress against specific targets with strategies and provision in place. This is a working document and is reviewed formally every term.

If a child is either not making expected progress or the provision needs sustaining at a much higher level than the school can provide through the notional budget, a discussion around applying for an Educational Health Care Plan Needs Assessment may be the next step. This is an application to the Local Authority to request for additional support for the school to provide additional provision above what is already being provided through the notional budget. The school liaises closely with the Local Authority, parents and carers, and other agencies involved with the pupils' education and care to support before and through the assessment process for an Educational Health Care Plan as a 'Team around the child'.

Parents and carers have the right to apply directly to the local authority for an Educational Health Care Plan Needs Assessment. Details of the process and the application is available on the Essex Local Offer.

Class teachers are responsible for the learning of all children in the class, including children with Special Educational Needs. All class staff have access to the SEN plans which detail the targets, provisions and strategies for the children in the school. This is to support consistency across the school and between teachers and Learning Support Assistants.

Four Categories of SEND – Broad Areas of Need

1. *Communication and Interaction*
 - Speech, Language and Communication Needs
 - Autistic Spectrum Disorder

2. *Cognition and Learning – when children learn at a slower pace than their peers, even with appropriate differentiation.*
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
 - SpLD – (Specific Learning Difficulties affecting one or more specific aspects of learning.

3. *Social, Emotional and Mental Health Difficulties*
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. This may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*
 - Vision Impairment



- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Review Meetings

Review meetings are offered termly for all pupils on the SEND register. This may be part of the parent's consultation evenings, by phone call or a face to face meeting with the class teacher and/or SENCO. Plans are reviewed by class teachers and pupils prior to a meeting with parents/carers to discuss the support in place, further outcomes and any concerns. Representatives from external support agencies may also be invited, if appropriate.

For pupils with an Education, Health, Care Plan (EHCP), reviews will also be held termly or more frequent depending upon need. An Annual Review is also held to reviews progress towards outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers and the SENCO. The Annual Review is finalised by the Local Authority.

The SEND Register

The register is a live document and is updated taking into account summative and formative assessments. Class teachers who wish to nominate pupils to be placed on the register, will provide the following evidence to the SENCO:

- Record of Concern
- Results from any curriculum tests
- Evidence from strategies already in place – what has been tried already and what was the impact?
- Curriculum levels, Pre key stage standards, EYFS assessments
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g. medical, family circumstances etc.
- Overall teacher assessment that shows that the pupils is working at a level that is significantly below the national expectations for their age or is progressing at a slower pace.

What are the Criteria for Placement on the SEN Register?

Reason for your child being placed on the SEN register can include:

- Making little or no progress
- Difficulty developing and sustaining literacy and/or numeracy skills
- Persistent Behaviour/Emotional/Social difficulties despite behaviour management strategies or an individualised programme that is having an impact on the progress in education.
- Little or no progress with sensory/physical difficulties despite specialist equipment and/or advice
- Additional needs that can be met 'in house' but are still different from or additional to the peer group
- Achieved national curriculum levels/ foundation stage outcomes significantly lower than expected and the gap between them and their peers is widening
- Has ongoing communication issues that is having an impact on their education and relationships
- Has a diagnosed disorder that has a significant impact on their progress in education despite additional support i.e medication.
- Additional needs are significant enough to require the involvement of external agencies or therapeutic advice



Please don't worry if your child is placed on the SEN register, it is a good way of ensuring your child gets the support they need. The school's SEN register is reviewed and if your child makes enough progress, they will be removed from the register. The Register is confidential and not displayed anywhere.

Complaints Procedure:

The school has a complaints procedure which is available on the school website and displayed in the school office. The first point of call regarding your child's special educational needs or concerns around this is the class teacher.