

Special Educational Needs and Disabilities (SEND) Policy

Profile and Values

Montagu Academy is part of the Delta Academy Trust. We are a mainstream school (3-11) with 362 pupils on roll, including a 78 place nursery for three-year old provision. We currently have either 1.5 or 2 form entry throughout school.

We celebrate the strengths, interests and individuality of every pupil at our academy and have high expectations and aspirations daily for them. We consider the views, wishes and feelings of our pupils and these are central to all that we do and we strive to work positively and proactively with parents/carers. All of our pupils are encouraged to participate fully in school life and are entitled to a broad, balanced and relevant education. Our pupils' feelings of being secure, safe and valued are of utmost importance to us.

Legislative Compliance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0-25, January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents/carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Education Inspection Framework September 2019, with the subsequent updates
- Teachers Standards 2012
- National Inclusion Statement
- Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, etc.)

Our academy has separate policies in place for the following areas, which can be found on our school website or at request from the school office:

- Accessibility
- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Data Protection
- Equality, Diversity and Inclusion
- E-Safety
- Fire Safety

- First Aid
- Health and Safety
- Medical Needs and Medicines
- Personal and Social Education
- Physical Intervention and Positive Handling
- Child Protection and Safeguarding
- Child on Child Abuse
- Intimate Care
- Special Educational Needs/Disabilities

Our SEND Information Report sets out how we are implementing our SEND policy and meeting our duties under the Equality Act 2010. Again, this can be found on our school website or at request from the school office.

Aims and Objectives

At Montagu Academy, we aim to put our values into practice every day and in the process create a learning environment where all children can belong, participate, and achieve. We provide Quality First teaching which responds to the diverse needs of all children. Provision is carefully planned and differentiated to ensure that children make progress through suitable learning challenges and have full access to the curriculum and life of the school. Some children will require additional support in order to make progress and overcome specific barriers to learning. This is achieved through extra in-class provision or through intervention groups. We believe that early identification is vital in order to access and provide appropriate support. We work closely with parents and other professional organisations to develop support plans to meet the individual needs of each child and overcome barriers to learning.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here. It is our hope that when all of our children become adults in the future, they will have an understanding and empathy towards those with SEND and will positively contribute to an inclusive society.

*'Our vision for children with special educational needs and disabilities is the same as for all children and young people
– that they achieve well in their early years and lead happy and fulfilled lives.'* (SEND Code of Practice Jan 2015)

The Principles of the SEN Code of Practice 2015 set out the following guidance:

- A child with special educational needs should have their educational needs met

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- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives

Our objectives are to:

- To work in partnership with families and others involved in the care of children in our school
- To promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to diminish and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs & Disabilities Coordinator (SENCo) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Definition of Special Education Needs and Disabilities

SEND Code of Practice 2015:

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 him or her.

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 educational facilities of a kind that is generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching (Quality First Teaching).

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

Communication and Interaction (C&I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Social Communication Difficulties or Autism Spectrum Disorder (ASD), including (formerly called) Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, in addition to misunderstanding many of the methods by which people communicate on a social level. They may also have sensory issues which can impact on the way in which they understand and engage with the school environment. All of these factors can impact on how children with these challenges relate to others.

Cognition and Learning (C&L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties (dyslexia), numeracy difficulties (dyscalculia) and motor difficulties (dyspraxia);
- Moderate learning difficulties (MLD), where support may be needed across the curriculum, with

possible associated difficulties in speech, language, concentration, following instructions, social skills, independence and accessing their environment;

- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum, including mobility and communication as a result of significant cognitive impairments; and
- Profound and Multiple learning difficulties (PMLD), where children are likely to have severe and profoundly complex learning needs, in addition to possible physical disability, sensory impairment and/or severe medical condition(s).

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. This could be to support either the fine or gross motor skill development, or be a combination of the two.

Difficulties which may not be related to SEND

Some children in our school may not be making Age Related Expectations, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators

of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a Service Person

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described under the Equality Act 2010 as 'A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special education provision, they will also be covered by the SEND definition.

Equal Opportunities

At Montagu Academy, we believe that all members of the school should be treated with respect; have provision made for their individual and diverse needs and be given the opportunity to reach their full potential, regardless of their age, ability, religion, gender, or culture.

Graduated Approach to identifying if a child requires SEND support

All our children's needs are identified and met as early as possible through:

- Quality First Teaching provision, using differentiated/adapted approaches and personalised learning arrangements with relevant and purposeful interventions and strategies in place which are available to all
- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental and carer concerns, views, wishes and feelings
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer

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- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND and additional needs, including that provided by services across education, health, care and the voluntary sector.

We constantly monitor the progress of all children. This enables us to quickly identify those children who are underachieving and those who have high incidence (low need) special educational needs. We use a combination of approaches to monitor and evaluate the progress of individual children:

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers, SENDCo and the head teacher, where appropriate

Following a monitoring process and after an appropriate period of time, if a child is requiring substantial 'additional to or different from' support, they will need special educational provision to be made for them. The Children and Families Act 2014 and the SEND Code of Practice 2014 (updated 2015) has introduced SEND Support. A meeting will be held with the parent, carer or family to discuss the child's next steps.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENCo, will discuss with parents if we feel that their child requires SEND Support;
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will use the latest Local Authority's guidance on SEND Descriptors;
- we will agree short term and medium term outcomes towards longer term outcomes that should be reviewed at least three times each academic year (approximately termly) with parents/carers and their child as appropriate, using the Graduated Response Plan documents;
- outcomes will address the underlying reasons why a child is having difficulty with learning;
- Our Graduated Response Plans (GRPs) are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- Our GRPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their GRP and their outcomes if age appropriate;
- our GRPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- outcomes for a GRP will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners at the appropriate point of the Graduated Approach

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- classroom observations by the school's Special Educational Needs Co-ordinator (SENCo) and other Senior leaders;
- our GRPs will be time-limited – at termly review, there will be an agreed plan of action as to what will happen next'
- our GRPs will be based on informed assessment and a decision will be made to include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support.

Every school has a whole school, financial-year, annual budget made up of core funding per child on roll at a point in time. The school receives an annual SEND Notional budget which is calculated based upon a formula agreed by schools locally each financial year. This is known as the 'Element 2 Funding' or the 'SEND Notional Funding'. The school is responsible for directing this Funding towards any child on the SEND Register in order to meet their individual and specific needs *up to* £6,000 per year for each individual child. This amount of funding will only be allocated to children with this level of need – not all children at SEND Support level will require this amount of funding.

Education Health Care Plans

For some children with SEND at SEND Support (Doncaster's Targeted Level of support), despite the school, family and a multi-agency approach working collaboratively to put in place all relevant and purposeful interventions and support, expected progress is not made. They may require significant amounts of 'additional to and different from' provision in order to secure effective learning and increase the rate of progress. At this point, in Doncaster, this is recognised through defining this as the Specialist Level of Support of the Graduated Approach for SEND.

External agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. Regular, multi-agency meetings will be held to coordinate provision.

When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to

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meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted. If accepted for Assessment, the process will take 20 weeks from the date received by the Local Authority, at which point, a conclusion will be reached.

Children with an Education, Health and Care Plan will have access to all arrangements for children in receipt of SEND Support. In addition to this, those with an Education, Health and Care Plan will have an Annual Review of their Plan.

The progress of children with an EHCP will be formally reviewed at an Annual Review. This process will take place with the child and family voice included. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

Responsibilities

The Headteacher and Governing Body have delegated the responsibility for ongoing implementation of this SEND Policy to our Special Education Needs & Disabilities Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCo where a child may also have SEND. All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners.

The Head Teacher:

The Head Teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn. This includes quality first teaching and the provision for special educational needs and disabilities. The Head Teacher keeps the Governing Body informed of developments. In liaison with the SEND Co-ordinator, he will ensure that SEND provision meets the requirements of the SEND Code of Practice and the School Improvement Plan.

The SEND Co-Ordinator

Our SENDCO will oversee the day-to-day operation of this policy and will:

- achieve the National Award for Special Educational Needs Coordination within 3 years of appointment.
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans

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- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEND
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

Teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and other specialist staff. Our teachers will:

- Be responsible for delivering Quality First Teaching to all children
- Be responsible for meeting special educational needs under the guidance of the SENDCo and the Head Teacher
- Be aware of the school's procedures for the identification, assessment of, and subsequent provision for, pupils with SEN
- Continuously assess pupil progress and identify the next steps of learning
- Focus on outcomes for every child and the outcome wanted from any SEND support
- Have high aspirations for every child, setting clear targets
- Involve parents and the child in planning and reviewing progress, sharing information, seeking their views and providing regular updates on progress.

Learning Support Assistants/Teaching Assistants

LSA/TAs are part of our whole school approach to SEND, working in partnership with the classroom teacher and the SENDCo. We deploy our LSA/TAs depending on their level of experience, personal expertise and the needs of the pupils in our care and they are most effective when the support they give is focused on the achievement of specific outcomes. LSA/TAs can be part of a package of support for the individual child but are not a substitute for the teacher's involvement with that child. Our LSA/TAs will:

- Ensure they have accessed planning and know the targets for each child that they work with
- Provide marking and feedback to help each child make progress
- Ensure they know and work towards the targets in Graduated Response Plans and EHC Plans

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate CPD opportunities
- Work alongside the SEND Leader and teaching staff

Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of sources of information, advice and support
- producing a SEND Information Report that will be published on the school website

Involvement of Pupils

Children have the right to be involved in making decisions and exercising their choice. We endeavour to involve all children by encouraging them to:

- share their views about their education and learning
- identify their own needs and learn about learning
- contribute their thoughts on their success at achieving the targets on the Graduated Response Plan
- Contribute to a One Page Profile (as part of their pupil voice on their Graduated Response Plan or a separate document as appropriate) of their likes, dislikes, family, friends, strengths, needs and aspirations for the future.

Supporting Pupils with Medical Conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be

disabled and where this the case for the school will comply with its duties under the Equality Act 2010. For these children, their medical needs will be recorded through and Individual Health Care Plan. Some children, however, may also have special educational needs, or may have an EHCP, which brings together health and social care needs, as well as their special educational provision.

Transition

For all children, we will ensure early and timely planning for transfer into our school, within school year groups and onto the next phase of education. During the year in which children are due to change school, transition meetings and sessions for all children are held. For children with SEND, this may include additional familiarization visits, parent/carer visits to school or other reasonable adjustments in addition to the normal arrangements for all children. When children are due to leave our school, they and their parents and carers will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. We will discuss transition needs of all children with an Education Health Care Plan at their statutory Annual Review – this may be held earlier in the year to accommodate transition requirements.

Admission

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. More information can be found in our Admissions Policy.

Exam Access Arrangements

All children who have an identified Special Educational Need or Disability will have the right to fair access to all formal testing. Advice on this process can be found in the DfE SATS Access Arrangement Guidance documentation.

Local Offer

The Academy will follow Local Authority Guidelines outlined in the local offer:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

This website is regularly updated and has all contact details and information regarding the Local Authority guidance for pupils with Special Educational Needs.

Comments and Complaints

If there are any comments or complaints regarding the provision for children with SEND, these will be dealt with, in the first instance, by the class teacher and SENDCo. Then, if unresolved, by the Head Teacher. In the case of an unresolved complaint, the issue should be taken through the AAB complaints procedure. The policy for this procedure is available from the school office.

Main Contacts and Policy Key Dates

Contacts:

Head of Academy – Mr David Longley

SEND Co-ordinator – Mrs Leah Redfern (NPQ SENDCo pending and SLT member)

Key Dates:

Policy Updated - September 2024

Shared with Parents – September 2024

Policy due to be reviewed – September 2025