



SEND Policy

Vision

All children make at least good progress; no underperforming cohorts, groups or academies; all academies within the trust strive to be outstanding

Written by	The Attendance Officer in conjunction with the Principals Review Committee
Ratified by Trustees	Sept 2019
Date for Review	Sept 2021
Signed - Chair of Trustees	(Sue Trentini)
Signed - Chief Executive Officer	(Lee Hessey)

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

The FORGE Trust SEND Policy

Aims

Across the Forge trust, we aim to maintain a caring, supportive and disciplined learning environment where children benefit from the best possible education. All staff are committed to this aim. We would like to know if you think we are not meeting your expectations, so that we have an opportunity to respond. We would also like to know your opinion on the things we do well.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. The Forge Trust is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, religion, belief, disability or ability. The Forge Trust is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

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1. Definitions of special educational needs (SEND) taken from section 20 of the children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory academy 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 academies or mainstream post-16 institutions.

A child under compulsory academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disabilities Code of Practice 2014*.

Our aims are:

- To value the uniqueness of each member of the academy and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with Special Educational Needs and Disabilities are able to participate in the activities of the academy including those that take place outside of academy hours.
- To ensure that all our pupils and their parent/carer are involved in decisions made about them and their education.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the academy or previous academy where applicable.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by

their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO, Principal and Subject Leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing termly meetings to discuss their child's progress and set targets, and provide information annually on the provisions for pupils within the academy as a whole, and the effectiveness of the SEND policy.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the academy alone.
- **Create an academy environment where pupils feel safe to voice their opinions of their own needs.** This means having regular communication between pupils and their class teacher, this will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life (e.g. attending after school clubs)
- **Work with other academies** within the community and within The Forge Trust SENco network.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND at Trust level is Louise Connolly

The person co-ordinating the day to day provision of education for pupils with SEND at The Forest View Academy is Nikola McCarthy.

3. Arrangements for co-ordinating SEND provision

The SENCO will hold details of all SEND Support records such as provision maps, meeting notes, professional reports etc.

All staff can access:

- The Forge Trust SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs,

- including meeting notes;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system on individual pupils and their special needs and requirements;
- Information on current legislation and SEND provision on staffroom notice board;
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the academy's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. The Local Offer provides information of what support is provided by the academy.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Feeder schools have transition arrangements in place (See section 19).

Non-feeder schools/academies will be contacted prior to the child starting the academy to ensure the correct provision can be put in to place.

5. Facilities for pupils with SEND

The academy has a range of specialist SEND facilities in place. These are:

- **Physical Environment**
Disabled toilet, ramps to open the door, automatic opening gate, steps highlighted in yellow, handrails.
- **Assistive Technology**
Laptops & ipads provided for individuals to use during lessons where appropriate.
- **Curriculum and examination access**
Differentiated and/or individualised curriculum where necessary, additional time applied for SATS.
- **Specialised Programmes**
To meet individual needs.

Also please see the Access Plan.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to the academy's budget specifically for children with SEND. Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget which is devolved to and moderated by the Family of Schools.

Additional Family Needs funding is allocated to children through the following process:

- SENCO identifies a child who they feel might meet the criteria for additional funding. This will usually be after a period of time monitoring and assessing the child's needs and applying different strategies;
- The child will be discussed with the Family SENCO who may then come and observe the child in academy;
- The SENCO will complete the AFN bid application form in consultation with other staff and parents;
- The bid will be discussed at a moderation meeting along with bids from other academies;
- The SENCO's across the family will read all bids and vote to allocate funding to individual children. This is currently graded as high, medium or low depending on need. Or it might be decided that they don't meet the thresholds for funding;
- The AFN funding and its impact will be monitored by the SENCO and Principal.
- The funding will be allocated and vired into the academy's budget;
- The SENCO will allocate the funding where appropriate e.g. additional adult support/resources. The funding will need to be applied for annually.

For those with the most complex needs, additional funding is retained by the local authority (HLN). The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated by need in the academy. Teaching assistants are assigned to classes by need and numbers. This is decided by the Senior Leadership team.

Pupil Premium can also provide money for these children. Please refer to our website for a breakdown of how Pupil Premium is spent.

7. Identification of pupils needs

Identification

(See the Sen Code of Practice definition of Special Educational Needs and Disabilities at start of policy)

The Forge Trust have interpreted this and broken this down into the following criteria to identify children as having Special Educational Needs:

- If their main need type is Cognition and Learning, they will be working at least 2 years behind their chronological age as well as making no or limited progress. Please note that this is only used as an indicator and children will be assessed on a case by case basis. When considering children who are new to the academy, whether in the Early

Years or from another setting, children will be given a suitable timescale for transition and be assessed before they are identified as having additional Cognition and Learning needs.

- Their additional need will require regular additional support on a long term basis in order for them to be able to access the same educational facilities of other children.
- Children who receive HLN or AFN funding and therefore require more than £6000 (from schools funds) being spent on them in order for their needs to be met will automatically be placed on the SEN register as well as children with an EHC Plan.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the academy.
- h) The child is formally recorded by the academy as being 'on monitor' due to concern by parent or teacher, but this does not place the child on the academy's SEND list. Parents are given this information. It is recorded by the academy as an aid to further progression and for future reference.
- i) Pupil progress meetings combined with Intervention Action plans are used to monitor and assess the progress being made by each child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

8. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on

progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

9. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans and The Local Offer can be found at

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

10. Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

11. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the academy as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made, and the academy will seek the advice of outside agencies.

The curriculum is differentiated to meet the needs of all children. The curriculum is reviewed annually. The new curriculum was adopted as of September 2014. Adaptations are made accordingly.

The SENCO will co-ordinate the provision for SEND children, by:

- Liaising with staff regarding the special educational needs of any pupils in their charge, including sharing reports and discussing progress;
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Academy staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND;
- Making use of all class facilities and space;
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- Advising teachers on setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the academy encourages feedback from staff, parents and pupils throughout the year. This is through channels such as verbal feedback and review meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND progress is monitored termly through Teacher Assessment National Curriculum levels. Individual interventions are also monitored through progress and observations. The interventions are then evaluated and reviewed for their effectiveness and alterations are made accordingly as part of the pupil progress cycle.

There is an annual formal evaluation of the effectiveness of the academy SEND provision and policy. The evaluation is carried out by the SENCO and SLT. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evenings, feedback forms.

All SENcos in The Forge Trust complete an annual SEN audit as well as internal monitoring of their SEN provision. The Forge Trust lead SENco also carries out monitoring when required. All academies produce their own SEND report and Local offer which is published on their website annually. Report summaries are also shared with Trustees.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. In addition, please see the complaints policy on the academy website.

14. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our academy operates the following training programmes:

- Local Authority Training
- MAPA training
- Whole academy staff meetings
- Teaching Assistant training (Family of Schools)
- NQT training courses
- Parents are offered parenting groups (where applicable)
- Midday supervisors are offered behaviour and specific needs training
- Outside agency support/advice and training

The SENCO also attends relevant SEND courses, Family SEND meetings and training and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to academy development priorities and those identified through the use of provision management.

15. Links to support services

The academy contacts outside agencies through referral forms and at Springboard meetings. The outside agencies will then arrange appointments in academy and/or at home.

The academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid academy inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychologist
- Schools Behaviour and Attendance Partnership (SBAP)
- Cognition and Learning specialist teacher
- Communication and Interaction Team specialist teacher
- Family SENCO
- Specialist teams for visual, hearing and physical impairment
- Speech and language
- Healthy Families Practitioner

- CAMHS
- Children's Centre
- Social Care
- Other agencies identified

16. Working in partnerships with parents

The Forge Trust believes that a close working relationship with parents is vital in order to ensure;

- early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- continuing social and academic progress of children with SEND;
- personal and academic targets are set and met effectively.

We believe that parents know their children very well and that working with parents as partners is essential in helping children and young people with SEND get the most out of their education. In our academy we involve parents with:

- SEND review meetings;
- Developing the child's pupil profiles;
- Homework policies and arrangements;
- Sharing information through the SEND section on the website;
- Parents evenings;
- Parent support groups;
- Acting as voluntary helpers;
- Organised training courses for parents;
- Providing after academy clubs for pupils;
- Developing an 'open door' ethos towards parents which welcomes and values their views;
- SENCO available to meet/speak with parents;
- Sharing information about their child;
- Sharing information with other people on their own experiences and knowledge of aspects of SEND;
- Linking with relevant voluntary organisations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. *The SENCO may also signpost parents of pupils with SEND to the local authority 'Ask us' service where specific advice, guidance and support may be required.*

If a parent has a concern about their child they should contact the class teacher immediately and a meeting will be arranged to discuss the concerns.

We have an open door policy which means the parents are welcome to come in to the academy to discuss their child at any time. If the teacher/TA does not feel they have enough time to discuss the concerns in detail they will arrange an appointment where more time will be available.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

17. Links with other schools and academies

As our academy is part of Multi Academy Trust as well as a local family of schools network, this enables our academies to build a bank of joint resources and to share advice, training and development activities and expertise.

We work together to:

- Allocate Additional Family Needs (AFN) Funding to children;
- Access support from specialist support services through family springboards;
- Secure successful transition;
- Share Good Practice;
- Develop links with Special Academies;
- Plan training events for staff;
- Provide support for colleagues across the family;
- Have a TA network across the academies.

18. Transition

Transition to year 7 is in place for year 6 pupils within the academies of the Trust. Visits to the secondary schools are arranged in the Summer Term of year 6 and additional visits are arranged where necessary. The SENCO meets with a member of the SEND department to discuss individual needs and meets with parents. Teachers and/or the SENCO also liaise with feeder nurseries as well as other schools that a SEN child might come from or go to in order to support a successful transition.

19. Links with other agencies and voluntary organisations

Academies within the Forge Trust invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Educational Psychologist
- Primary Social and Emotional Development Team specialist
- Cognition and Learning specialist teacher
- Communication and Interaction Team specialist teacher

- Family SENCO
- Specialist teams for visual, hearing and physical impairment
- Speech and language
- School nurse
- Specialist nurses
- CAMHs
- Children's centre
- Social Care
- WAM (What about me) support for children whose parent misuse drugs
- Police PCSO
- ICT support for SEN

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

