

Lift Schools policies

SEND Policy

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1. Our mission

- 1.1. Our mission is to provide an excellent education to every child, in every classroom, every day.

2. Scope of this policy

- 2.1. This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014, the SEND Regulations 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (2015).
- 2.2. Our schools are not expected to maintain their own SEND policies, but this policy applies to each school within Lift Schools. Our schools should complete the *Local SEND Arrangements* and publish it on the Statutory Information page of their website. Schools are also required to complete and publish further details of their SEND local offer in their *School SEND Information Report* on the school website, which is approved by the Regional Education Director (RED).

3. Key principles

- 3.1. We see an achievement gap as a provision gap.
- 3.2. SEND is a whole school responsibility requiring a whole school response.
- 3.3. All pupils admitted to the school in accordance with the school admission policy should receive a broad, balanced and relevant curriculum. Staff should identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision.
- 3.4. Partnerships between home and school are important to ensure pupils and their parents are treated with respect and have their views taken into account.

- 3.5. Staff should liaise with each other and appropriate outside agencies in order to meet pupils' needs effectively.
- 3.6. All staff working with pupils with SEND should be provided with appropriate levels of training and support.

4. Definition of SEND

- 4.1. SEND refers to a learning difficulty or disability which calls for special educational provision to be made. A pupil will have SEND if they have:
 - 4.1.1. a significantly greater difficulty in learning than the majority of others of the same age; or
 - 4.1.2. a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- 4.2. Special educational provision is an education or training provision that is additional to, or different from, the provision made generally for other children or young people of the same age in mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:
 - 4.2.1. Cognition and Learning – e.g. moderate learning difficulties or specific learning difficulties such as dyslexia and dyscalculia
 - 4.2.2. Communication and Interaction – e.g. speech, language and communication needs or autistic spectrum disorder
 - 4.2.3. Sensory and/or Physical needs – e.g. physical disability or visual and hearing impairment
 - 4.2.4. Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders, or anxiety.

5. Roles and responsibilities

- 5.1. The principal will:
 - 5.1.1. Have overall responsibility for the provision and progress of pupils with SEND in the school
 - 5.1.2. Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school
 - 5.1.3. Work with the SENDCo to determine the strategic development of SEND practice and provision in the school
 - 5.1.4. Ensure that SEND is an integral part of all the school's policies, practice and strategic priorities
 - 5.1.5. Ensure that leadership of SEND is part of the senior leadership team structure or is a key part of offering expertise to leading teaching and whole school provision

- 5.1.6. Ensure that the SENDCo has the knowledge and expertise necessary and is given appropriate non contact time to undertake their role efficiently and effectively
- 5.1.7. Ensure that the whole school CPD programme includes a robust SEND CPD offer that identifies and meets the needs of all staff.
- 5.2. The SEND Coordinator (SENDCo) will:
 - 5.2.1. Work jointly with leaders and stakeholders to promote and maintain an ethos of inclusion across the school
 - 5.2.2. Establish a strategic overview and work collaboratively with stakeholders to coordinate the provision for Children and Young People(CYP) with SEND across the school
 - 5.2.3. Prepare and share information on the SEND funding streams and resources that have been identified and utilised with central and regional finance teams according to Lift Schools practice and schedules
 - 5.2.4. Drive leaders to ensure that SEND is an integral part of all the school's practice, strategic priorities and initiatives
 - 5.2.5. Identify training needs and provide guidance to colleagues on teaching, supporting and identifying CYP with SEND and advise on the graduated approach to SEND support
 - 5.2.6. Identify, plan for and review the needs of CYP with SEND and work collaboratively with all stakeholders in order to achieve agreed outcomes
 - 5.2.7. Communicate with all internal stakeholders about the needs of CYP with SEND and deploy staff and resources to ensure the best outcomes for CYP with SEND
 - 5.2.8. Maintain an up-to-date understanding of the local and national SEND framework which may affect the school's practice relating to SEND
 - 5.2.9. Gather, collate, critically analyse, interpret and evaluate qualitative and quantitative data. Use this to inform SEND practice and processes to ensure best outcomes for CYP with SEND
 - 5.2.10. Monitor and evaluate attendance and exclusion rates for pupils with SEND in comparison to all other pupils in the school and use this to inform interventions for pupils
 - 5.2.11. Manage systems to implement and maintain the school's adherence to SEND statutory regulations e.g. production of SEN Information Report, co-production of Education Health Care Plan (EHCP) for CYPs with SEND and annual reviews
 - 5.2.12. Work with parents, carers and CYP with SEND to ensure that their views inform co-production and decision making
 - 5.2.13. Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND

- 5.2.14. Be the point of contact for external agencies, especially the local authority and all support services for those CYP with SEND
 - 5.2.15. Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - 5.2.16. Ensure the school keeps the records of all pupils with SEND fully maintained and up to date
 - 5.2.17. Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision
 - 5.2.18. Ensure that, where the pupil transfers to/from another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution.
- 5.3. Each teacher is responsible for:
- 5.3.1. As stated in the SEND CoP “Every Teacher is a teacher of SEND”
 - 5.3.2. The progress and development of every pupil in their class, including those with SEND
 - 5.3.3. Adapting teaching for pupils with SEND and incorporating guidance provided by the SENDCo and external professionals
 - 5.3.4. Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class
 - 5.3.5. Working with the SENDCo to review each pupil’s progress and development and decide on any changes to provision
 - 5.3.6. Setting high academic and behavioural expectations for all pupils, including pupils with SEND, and supporting their achievement
 - 5.3.7. Identify pupils with SEND in their class, sharing any identification of SEND with the SENDCo
 - 5.3.8. Engage in on-going SEND CPD offer.
- 5.4. The Academy Council¹ will:
- 5.4.1. At Academy Council meetings, keep SEND at the forefront of their minds as matters are discussed and consider how those matters might impact pupils with SEND
 - 5.4.2. Maintain an awareness of the school’s practice and procedures in relation to SEND

¹ Our Academy Councils do not have a formal, legal governance role but play an important role in localism and understanding the lived experience of pupils.

- 5.4.3. Where possible, provide insight into the experiences of pupils with SEND and also the experiences of parents, staff and the wider community in relation to SEND provision.

6. Identifying needs

- 6.1. For pupils already assessed as having SEND, this information is collated from the transfer of school files from the previous school setting and during transition meetings, which are held with all the feeder schools in the summer term before students start at the academy. If necessary, a strategy sheet will be drawn up for each student with SEND. An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. Parents and pupils will be consulted on all matters relating to the child's SEND provision.
- 6.2. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.
- 6.3. On entry, each pupil's current skills and levels of attainment are assessed, building on previous settings and Key Stages, as appropriate. Teachers will regularly assess all pupils' progress and identify those whose progress is concerning. This may include progress in areas other than academic attainment, such as social or communication needs.
- 6.4. When deciding whether special educational provision is required, the process starts with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed. We will use the assess/plan/do/review cycle to ensure all pupils are making good progress towards outcomes:



- 6.4.1. **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of parents and the pupils. In some cases, we will draw on assessments and

guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

- 6.4.2. **Plan:** Where SEND support is required, the teacher and SENDCo will create a plan outlining the provision to be implemented for the pupil and the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents, and all staff who work with the pupil will be made aware of the plan.
- 6.4.3. **Do:** The class teacher is responsible for working with pupils daily. The teacher will also liaise closely with TAs or specialists who provide the support set out in the plan and monitor the progress being made. The SENDCo will provide support and guidance for the teacher.
- 6.4.4. **Review:** The impact of the plan will be reviewed each term by the teacher, SENDCo, parent and pupil. This will inform the planning of next steps.

7. Our approach to teaching pupils with SEND

- 7.1. Teachers are responsible and accountable for the progress and development of all pupils in their class. Excellent teaching is the first step in responding to pupils with SEND.
- 7.2. The following adaptations are made to ensure all pupils' needs are met:
 - 7.2.1. Adapting teaching to ensure all pupils are able to access the curriculum. In most cases, pupils with SEND should have full access to the curriculum, but they will need support to access it with success. This might include: giving longer processing times, pre-teaching of key vocabulary, chunking texts, reading instructions aloud, other approaches to scaffolding, precise use of 'live' formative assessment and responsive teaching, or providing small group or 1 to 1 interventions to focus on key skills.
 - 7.2.2. Using aids, such as laptops, visual timetables and larger fonts.
 - 7.2.3. Additional support: our schools work with a range of external agencies to provide additional support for pupils with SEND. These agencies are listed on the SEND Information Report on each school website.
 - 7.2.4. Support is also available from the Lift Schools SEND team which includes reviews of provision, advice on whole school SEND, support for developing SEND leadership, legal advice, staff professional development and support with individual casework.

8. Training

- 8.1. Each SENDCo is required to hold the National Award for Special Educational Needs or the National Professional Qualification for SENCOs or be working towards either qualification.
- 8.2. The SENDCo is expected to attend conferences and network meetings to share good practice with colleagues in the region, keep up to date with SEND developments and benefit from being part of regional and national networks.

- 8.3. Teaching staff, including teaching assistants need to attend Trust training as directed, including induction.
- 8.4. Training needs of other staff are identified in response to the needs of pupils.
- 8.5. The specific training and expertise of other school staff are listed on the school SEND Local Arrangements and School SEND Information Report forms on the Statutory Information page of each school website, both of which are approved by the RED.

9. Evaluating the effectiveness of SEND provision

- 9.1. The effectiveness of SEND provision is evaluated by:
 - 9.1.1. Reviewing pupils' individual progress and attainment each term
 - 9.1.2. Reviewing the impact of interventions regularly, in line with provision mapping
 - 9.1.3. Using pupil and parent voice to gain feedback
 - 9.1.4. Monitoring by the SENDCo, SLT and Principal
 - 9.1.5. Holding annual reviews for pupils with EHC plans
 - 9.1.6. Monitoring by the Principal and the RED of the schedule for EHCP annual review meetings, and support for vulnerable pupils.
- 9.2. The accessibility plan for each school is published on the Statutory Information page of its website.
- 9.3. For extra-curricular activities and school visits, including our before-and after-school clubs, we will make all reasonable adjustments to accommodate children with specific needs and/or disabilities.

10. Complaints about SEND provision

- 10.1. We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents feel their child's needs are still not being met they should make an appointment to see the Principal.
- 10.2. If concerns remain unresolved, parents may wish to contact the local Information, Advice, and Support Service for Special Educational Needs and Disability (see the *SEND Local Arrangements* document on the Statutory Information page of each school website) or follow the procedures explained in our complaints policy.
- 10.3. Complaints about statutory assessments of special educational needs, and admissions of pupils with EHCPs, should be raised directly with the local authority where the child resides.