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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Reference to Statutory Legislation:

This Policy draws on legislation from the Children and Families Act, 2014, The Equalities Act 2010 and the Special Educational Needs and Disability Regulations for 2014. It is written with guidance from the SEN Code of Practice from January 2015.

Our SEND Policy informs and is shaped by all whole-school policies and should be read with particular reference to our Accessibility and Equality Policies. This policy should also be read with reference to our Supporting Children with Medical Needs in school policy and Accessibility Policy.

School is committed to:

Providing a secure, enjoyable, and stimulating place to learn and work, where everyone feels proud of what they have achieved. We have a curriculum that is personalised and engaging and where all staff have high expectations that challenge and meet the individual needs of our pupils by respecting the inclusive environment of the school. We develop skills for independence preparing pupils for an active and fulfilling role in society. We foster close working relationships with parents and carers, enabling them to play a full part in the education of their children and feel part of the school community.

Safeguarding is the first responsibility of all staff who come into contact with children and families and is overseen by our Designated Safeguarding Lead. Our Child Protection and Safeguarding Policy is available on our website.

Leeds Menorah School is strongly committed to both academic and social inclusion. We believe that all children at all ability levels are entitled to access the National Curriculum and develop their social skills in a warm, caring and safe environment.

Providing excellent special educational needs provision is a vital part of the school continuing to maintain high standards for all pupils. The SENCO follows the SEND code of practice (2015). The SENCo identifies four main areas of needs for children with SEN difficulties:

-Cognition and Learning
-Communication and Interaction
-Social, Emotional and Mental Health
-Sensory and Physical

Aims of the SEND policy:

Pupils access high-quality provision as set out in their Education Health and care

Plan or Statement of Educational Need.

All staff play an active role in identifying changing or emergent needs for our learners

Responsive systems allow these needs to be met through quality teaching and provision that is tailored to the needs of our learners.

These aims will be achieved by:

- driving quality teaching through providing all staff with up to date and relevant information on the needs of all learners;
- providing staff with clear and accessible systems to feedback concerns, changes and strategies which can be disseminated throughout the school.
- Ensuring parents and carers have an active voice and role in their child's education, through joint-target setting and review, to ensure each learner is progressing to achieve their outcomes.
- Regular curriculum review and innovation, to ensure it is in line with the needs, outcomes and supports the aspirations of all learners
- Providing staff with regular and strategic professional development to develop SEN Pedagogy to meet the needs of our learners;
- Ensuring additional provision is regularly reviewed and shared with parents/carers, families and learners, to drive progress towards each learner's outcomes.

Provision:

Our Policy describes the values we hold and the way in which we aim to meet the needs of all learners. Our provision is defined by the Special Educational Needs and Disabilities of our learners.

Our SEND lead is **Ruth Bell – ruth.bell@leedsmenorahschool.org**

Every school must appoint a teacher with overall responsibility for Special Educational Needs. This person is known as the Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for the implementation and review of the school's SEN policy and practice. At LMS we have Mrs Bell responsible for overseeing the different requirements for those children with Special Educational Needs.

- Mrs Ruth Bell SEN lead
- Mrs Joanna Coleman (Apfel) – SEN Governor

Working in partnership with families

The School is committed to working together with families to help learners achieve aspirational outcomes, generalize their learning and prepare for the wider world. This process is captured each term by Learning Plans and provision mapping for each student, shared and agreed with families. Parents/carers and learners are invited to termly meetings to review objectives and progress, discuss areas of need and agree targets for the term. Contribution from all involved professionals is sought for this meeting, so that it can be captured and recorded in the learning plan and shared by form tutors. Learning Plans help develop a dialogue around areas of need and provision to support the Annual Review of Education Health and Care.

The school also provides academic and subject-based target setting and reporting on a termly and annual basis, with a commitment to clear, accessible information on pupils' knowledge, skills and understanding.

The school is always open to further communication and adaptation around emergent concerns or changes of circumstance. The SENCO and other relevant staff are available for meetings to discuss these and adapt Learning Plans at parental request.

The identification and assessment of pupils with special education needs:

In line with this SEND Code of Practice pupils at Leeds Menorah School that are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Teachers carry out regular assessments to track progress and identify pupils who despite using high-quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

Teachers are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high-quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through direct communication with the teachers by the SENCO.

Supporting children

At LMS we believe that each and every child should be able to achieve their potential. It is important to always look at each child's needs individually in order to determine what support would be beneficial for each one. This is vitally important as children often need a few different types of intervention in order to help them gain the maximum progression.

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously, it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment.

SEN Code of Practice states that teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Evaluating Progress towards Outcomes

The SENDCO regularly reviews progress of each pupil requiring additional interventions or support through:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed on next steps.
- The pupil's own views
- Advice from external support services, if relevant

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision, plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

If a child does not sufficiently progress under the guidance and support provided by the initial Sen Support in the school, then SEN Support Plus can be implemented. This is when the SENCO will discuss with the parents about receiving external support and guidance from other expert professionals.

Transition into School:

We aim to ensure a smooth transition for new learners by developing our understanding of their strengths, needs, preferences and areas for development prior to their admission and disseminating this to all staff prior to their start. This will be developed through consultation with teachers, professionals, parents/carers

and the learners themselves to support their comfort and familiarity and allow us to make adjustments in support, teaching strategies, peer groups, structures and specialist involvement as needed.

Complaints about SEND Provision

(SEND Code of Practice Chapter 11 Pages 244 – 273)

Complaints about SEND provision should be made to the SENDCo Ruth Bell in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
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All complaints relating to a named member of staff must be sent to the headteacher/principal.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

The Review procedure:

The SEND Lead coordinates the review process. These are shared with the form teacher for each learner, with oversight from a member of the Senior Leadership Team assigned to the phase or key-stage. The decision to amend an Education Health and Care Plan or Statement or funding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school;

- when the LA has received the review papers and no changes are needed the LA then informs the school in writing and the pupil review papers are placed in the pupil file;
- when changes are made to the Local Authority informs parent initially and then the school in writing and the amended Education, Health and Care Plan then follows; the amended legal document is then placed in the pupil file.

At LMS we believe in having an open channel of communication with our parents. If any issues or concerns arise then we encourage parents to make an appointment with the class teacher or SENCO to discuss their child's progress.

If a child is receiving SEN Support and has no external agency support, the school will meet with the parents **bi-annually** to discuss progress and future plans.

If the child is receiving SEN Support Plus or has an EHCP the meetings can occur more frequently. There is also an **annual review** which looks at the child's progress against the aims set out in their EHCP to make sure that the provision and targets set in the EHCP are up to date and relevant

The annual review should be attended by **all parties** involved with the child, SENCO, teaching staff, parents, outside professionals and the local authority.

The annual review also helps the local authority to decide whether the EHCP is still necessary, make modifications to the current plan or whether it is necessary to set new targets for the coming year.

Partnership with outside agencies:

The school is committed to working with external agencies to support the needs of our learners. As a school we work closely with any relevant local support programmes as recommended. These provisions will be incorporated into students Learning Plans so that provision and progress is recorded and evaluated by school each term.

Leeds Menorah School also works closely with Local authority Social Care, Children with Disabilities and Transition Team, and the Child and Adolescent Mental Health Service (CAMHS) where required.

We welcome multi-professional involvement in helping provide the best possible support for all our pupils, if there is a professional supporting your child do let us know and we can include them in correspondence, professionals' meetings, and Annual Review process.

Staff Training:

We are committed to on-going staff professional development to understand and support the needs of our learners. Our induction procedures ensure all staff understand and access pupil information, teaching strategies and training resources to support their role and work within the school. On-going professional development will be determined by role, can be determined through Performance Management, and in response to learner needs and expertise.

Education, Health and Care Plan (EHCP):

When SEN Support or SEN Support Plus has had little or no impact on a child's progress and it is clear that the child may need more support than the school can provide from its own resources, the parent or school may apply to the local authority for a statutory assessment of the child's needs. This will have been done after following the **assess-plan-do-review** procedure showing a graduated approach to the child's needs over a period of at least one term. The local authority will then make a more detailed investigation of a child's needs using specialist advice.

Once this investigation has been completed the local authority will decide whether the child should be given an **EHCP**.

An **EHCP** is a legal document which sets out a description of your child's needs (what he or she can or cannot do) and what needs to be done to meet those needs by education, health and social care.

The school will then be provided with details of the provision that needs to be made for the child together with details and arrangements for the monitoring and review process.

Links to other policies and documents:

This policy links to our policies on:
Accessibility plan
Behaviour
Child Protection Policy
Complaint Policy
Confidentiality Policy
Data Protection Policy