



SEND Policy



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Inclusion Statement:

At The Robert Fitzroy Academy we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and wellbeing of every child matters, and inclusion is the responsibility of every person within our school community.

Definition of Special Educational Needs and Disability:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: '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 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 generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015) individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015

SEND Policy Principles:

In line with the Code of Practice (2015) and the Children and Families Act (2014), Robert Fitzroy School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our objectives:

All students are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress, to enable us to do this we:

Aims/ Objectives	Performance/ Monitoring
All students are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress.	Year Group Leaders will approve planning and inform SENDCo that differentiation is present. SENCO will review book scrutinies with curriculum lead once per term. SEND is reflected in the planning scrutiny documents. SENDCo will report to Gov for SEND annually <ul style="list-style-type: none">• Subject leaders monitor differentiation and planning for foundation subjects.
Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.	Inclusive teaching checklist is given out and monitored at the beginning of every academic year. Teachers will plan provision for all pupils in their classroom. SENDCO will support in personalising provision for children that are on the SEND register.
To ensure every child experiences success in	SENDCo to report the proportion of reviews that

<p>their learning and achieves to the highest possible standard.</p>	<p>demonstrate that provision is appropriate. Success criteria would be 90% in line with expectations to the Senior leadership team within lesson observations.</p> <p>Pupils not on track will be flagged at pupil progress meetings and a discussion over next steps will be had, recorded and reviewed at the next meeting. This may include referral to outside agencies or further interventions, additional support organised by the year group lead, SEND monitoring and parent meetings.</p> <p>If a teacher is concerned about a pupil's progress or needs they will raise a 'Cause for concern' (appendix 1) to the SENDCO. When raising this they are acknowledging that they have already spoken with parents. A period of eight weeks monitoring (appendix 2) will then begin with a parent meeting at the end of the eight weeks with teacher and SENCO in which next steps are agreed.</p> <p>SENDCo will report to deputy head teacher responsible for assessment termly and Gov SEND each year on the impact of interventions and any next steps required for further support or SEND intervention.</p>
<p>Pupils will have equal access to the life of the school wherever possible</p>	<p>Class teachers share any adaptations required with club leaders, any problems with accessing club to be raised with SENDCo and parents so support can be put into place.</p> <p>SENDCo reports to SEND Gov attendance rate for SEND compared with overall attendance rate.</p>
<p>SEND pupils are able to make successful transitions between educational establishments.</p>	<p>SENDCo to share transition arrangements with parents and new schools.</p> <p>SENDco to send year five parents guidance on transfer to secondary school for SEND pupils.</p> <p>SENDco, teacher and FLO to support families of pupils with EHCP in transition to secondary school.</p>
<p>There should be a flexible continuum of provision for students with SEND.</p>	<p>SENDCO to meet with key stake holders termly with the team leaders at end of the term to analyse the impact of provision in supporting SEND children.</p>
<p>A program of staff development will be created to increase the confidence and knowledge of</p>	<p>Feedback taken on impact of training to inform future planning</p>

<p>staff working with pupils with SEND. An audit of staff training needs is completed and areas for development identified.</p>	<p>Staff meeting agenda to discuss pupils with SEND and how these needs can be met in class.</p> <p>The SENDCo will maintain an up to date list of children requiring additional and different provision because of their SEND.</p>
<p>Some students may need additional resources to meet their needs and these will be used in a fair and transparent way.</p>	<p>Class teachers / will set appropriate individualised targets for those with SEND as necessary – SENDCo will monitor and support. Any additional provision that is developed within the school will be added to provision maps.</p> <p>Additional SEND support will be costed and accounted for to ensure students' needs are equitably met.</p>
<p>Early and accurate identification of learner's needs is essential</p>	<p>Provision mapping will be in place to ensure quality first teaching and early intervention and support for all students.</p> <p>Completing termly meetings with class teachers over concerns.</p> <p>If a teacher is concerned about a pupil's progress or needs they will raise a 'Cause for concern' (appendix 1) to the SENDCO. When raising this they are acknowledging that they have already spoken with parents. A period of eight weeks monitoring (appendix 2) will then begin with a parent meeting at the end of the eight weeks with teacher and SENCO in which next steps are agreed.</p> <p>SENDco to support in home visits and early stay and plays to develop family relationships and gain information from previous settings.</p>
<p>To identify barriers to learning and participation for pupils with SEND</p>	<p>The SENDCo will maintain an up to date list of children requiring additional and different provision because of their SEND</p> <p>Progress meetings termly with teacher and members of the SLT.</p> <p>Provision map updated each term. LA services will be fully utilised.</p> <p>Pupils with complex needs and needs that include challenging behaviour will be supported by additional meetings with the deputy head teacher who leads in behaviour.</p>

<p>Parents will be involved as partners in their child's education</p>	<p>Parents can organise meetings with class teachers and SENCO when desired to discuss their children's needs, next steps and provision.</p> <p>SEN plans and provision are shared termly with parents on our live SEND platform 'EDUKEY'- Once a child has a plan parents are sent a log in and they can access documents on their phone, tablets or computer. Parents can also contact teachers directly using the EDUKEY platform.</p> <p>The SENCo available at Parents' evening for twice annual meetings with parents of children with SEND.</p> <p>Parents' knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of the child.</p> <p>There will be an open door policy for parents to pop in, with the opportunity to make a further appointment for more detailed discussion.</p> <p>Regular contact with parents. Parents invited to attend for annual review for those SEND pupils with an EHCP.</p> <p>Making the complaints procedure transparent and available. Parents know how to make a complaint if necessary.</p>
<p>Students will be encouraged to give their views on the quality and effectiveness of their experience and how well they enjoy their time at school.</p>	<p>Pupil feedback through a range of media, including daily check ins.</p>
<p>The staff has a responsibility to professionally update themselves to enable them to meet the differing needs of the students they teach.</p>	<p>Staff will be provided with appropriate training in line with the school's priorities. Staff will receive regular updates on SEND legislation and policy.</p> <p>Staff will update provision maps and familiarise themselves with the specific requirements for children with SEND.</p>
<p>Every classroom teacher is responsible and accountable for all pupils in their class.</p>	<p>Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity.</p> <p>Allocated time at staff meetings to discuss SEND</p>
<p>Governors should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEND policy. A designated Governor is identified for SEND- Selina Sharpe</p>	<p>The SEND policy will be available and regularly reviewed All school policies will be anticipatory in a nature so that the school is ready to admit students with a range of needs.</p> <p>Include Governors in the SEND initiatives and regular meetings with the SEND governor</p>

	Keep up to date with training and new initiatives and research on SEND
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SEND Governance:

To meet the statutory requirements of the Code of Practice (2015) and Children and Families Act 2014 (Section 69)

1. There must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
2. The governing bodies of maintained schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:
 3. The kinds of SEND that are provided for
 4. Policies for identifying children and young people with SEND and assessing their needs
 5. Information about the school's policies for making provision for pupils with SEND, whether or not they have an EHC, including:
 6. How the school evaluates the effectiveness of provision
 7. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs
 8. The school's approach to teaching pupils with special educational needs
 9. Adaptation to the curriculum and learning environment for pupils with special educational needs
 10. Additional support for learning available for pupils with special educational needs
 11. How pupils with SEND are enabled to engage in activities (including physical) together with children who do not have SEND
 12. Support that is available for improving the emotional, mental and social development of pupils with SEND
 13. The name and contact details of the SEND co-ordinator
 14. Information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured
 15. Information about how equipment and facilities to support children and young people with SEND will be secured
 16. The arrangements for consulting parents of children with SEND and involving them in their child's education
 17. Arrangements for consulting young people with SEND and involving them in their education
 18. Arrangements by the governing body or proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
 19. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families.
20. The contact details of support services for parents and pupils with SEND in accordance with Children and Families Act 2014 (Section 32)

21. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
22. Information on where the local authority's local offer is published.

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- The arrangements for the admission of disabled persons as pupils at the school
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to assist access to the school by disabled pupils; the Equality Act 2010 further requires schools to 'make reasonable adjustments' and have 'an anticipatory duty'
- The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 of Equality Act 2010)

Identification of SEND

In addition to the current criteria as identified within the Local Authority Local Offer, the school uses two or more of the following criteria to add children to the SEND register, with parental agreement.

1. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range in one or more areas (other factors will be explored when looking at this; attendance, behaviours for learning and mobility).
2. Whether a child has received additional to or different from outside differentiated quality first teaching for two cycles of plan, do, review.
3. A child with specific diagnosis in the areas of cognition and learning, communication and interaction or sensory and physical needs.
4. For social and emotional mental difficulties this can include children who present as having severe behavioural difficulties, anxieties, depression, are self-harming or talking about self-harming, mis-using substances, have an eating disorder or physical symptoms which are medically unexplained.
5. A child where an external specialist is involved in their education. An assessment by the external specialist does not automatically mean an entry onto the SEND register.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

Before adding children to the SEND register they will be flagged to the SENDCO and SLT at the pupil progress meetings which are held termly. Teachers will complete a 'SEND Cause for concern form' identifying their concerns and recording the adjustments and supports that have been put in place thus far. This stage would not happen if the child is new to the school and joins with previous SEND identified.

When the SENDCO involvement commences we will start a period of Monitoring (this is usually 6-8 weeks) but is extended if variables changes or at the suggestion of an outside specialist. At the end of the 8 weeks we would aim to meet with the family and discuss next steps. In some cases where there are complex factors then this period would be extended. This would also be extended if the pupils attendance is low during this time.

If the child presents challenging behaviour time will be taken to unpick what is causing the behaviour, whether there is an underlying learning need, social understanding need or another factor not clear to us. The child and family will be supported with managing the behaviour alongside our behaviour policy.

In the early years: Where a child appears to be below expected levels or where their progress gives cause for concern we will consider all the information about the child's learning and development. Particularly within the Prime areas of learning.

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health

Physical and sensory

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular reviews will be available with the SENDCo. These can be through informal discussions and emails or through more formal meetings. The SENDCo is contactable for meetings through the school office. Often the SENDCo will attend meetings organised with the teacher. More frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHC.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

Once a child is involved with an outside agency they will have a termly SEN plan on our online platform EDUKEY. This is written by the teacher and SENDCo and reviewed termly. The targets are written in view of guidance from specialist outside agencies. The documents remain live on EDUKEY

for parents to view and comment on directly. This platform also allows for direct communication with the teachers and SENDCo about the provision and targets for their children.

School request for a statutory assessment (EHC Plan) Based on individual circumstances

The SENDCo may apply for an EHCP if a child meets a number of the following criteria:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite intervention and action plans sought from external agencies the child continues to lack progress or need further support, beyond currently being given.
- In order to gain an EHCP the school must demonstrate that the child has significant, long term and complex needs. This type of evidence must be supported by specialist outside agencies.
- Parents and carers can apply for EHCP and all guidance is on the Croydon Local authority website.
- At every stage of the SEND process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

Complaints:

The Robert Fitzroy Academy works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENDCo and/or the Head teacher. If a situation remains unresolved then our complaints procedure should be.

Equal Opportunities:

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REVIEW FRAMEWORK

This policy will be reviewed every three years (or sooner in the event of any legislative change or change of personnel).

Appendix:

1. SEND Cause for CONCERN

CAUSE FOR CONCERN REFERRAL				AREAS OF NEED EXPLAINED	
Name:					
DOB:	Class:	Academic Year group:			
Class teacher:	Any identified SEN needs:				
Current working level:					
READING AGE					
Please tick which area(s) of SEN have already been identified or are of concern (please see guidance below)					
<input type="checkbox"/>	Communication and Interaction				
<input type="checkbox"/>	Cognition and Learning				
<input type="checkbox"/>	Social, Mental, Emotional Health				
<input type="checkbox"/>	Sensory and/or Physical Needs				
Briefly explain what difficulties they pupil is experiencing in accessing the curriculum.					
Interventions tried and outcomes					
Briefly explain how you have differentiated the work for this pupil					
Please detail any other factors which might be relevant (e.g. recent conversations with parents).					
Please return completed form by email to rls@newmow.sch.uk					

Area of Special Educational Need	Relating to difficulties with
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interactions will not always be appropriate. May have poor relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Executive choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>

AREAS OF NEED EXPLAINED	
The new 'Code of Practice' states that there are four main areas that cover Special Educational Needs. These areas and their meanings are as follows:	
Area of Special Educational Need	Relating to difficulties with
Social, Mental and Emotional Health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image
Sensory and/or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.
Monitoring Evidence:	
Planning with identified differentiation Intervention timetable/ Provision map Intervention planning PIRA/PUMA Any additional assessments Dialogue from parents' meeting where the needs were discussed.	

2.0 SEND Monitoring template

SEND MONITORING FORM		
Name:		
Year Group:	D.O.B:	Other groups (PMS, EAL, OET etc):
Details of barriers to learning and area of strengths		
Date questionnaire completed:	/ /	Date of first observation:
BASELINE ASSESSMENTS		
School Assessment	Date	Score
REPORTS AND ASSESSMENTS BY EXTERNAL AGENCIES		
Agency	Date	Recommendations

STAGE 1 (6 WEEKS)		
Agreed actions:		
Information shared with parents by class teacher:		
Pupil views:		
Recommendations given by SENCO	Please tick	Date
PNJATS Assessment started		/ /
Evidence file set up		/ /
Impact/Review of actions		
Review date:	/ /	Move to next stage of monitoring (✓ or X)

STAGE 2		
Agreed action:		
<p><u>The SENCO/Inclusion Team will:</u></p> <ul style="list-style-type: none"> Carry out further assessment and observations and gather further information (e.g. from adults teaching the pupil); Write to the pupil's parents/carer to inform them that their child is receiving additional support; Inform the pupil that they are being provided with additional help; Support teachers with further support to be implemented in class; Arrange additional and different intervention tactics. 		
<ul style="list-style-type: none"> Provide evidence of how they implement strategies suggested within their classes (e.g. lesson plans, provision maps); Continue to track progress; Show strategies used and additional support implemented with parents/carers; At the end of each term/cycle evaluate the success of strategies and change these with the support of the SENCO/Inclusion team (if appropriate, teachers need to update and provide provision maps, samples of work, or evidence). 		
ADDITIONAL PROVISION		
Intervention name:	Date	Staff/Impact
Evidence discussed with CT (✓)		
Parents informed in writing (✓)		
Move to stage 2 (✓)		
Review date:	/ /	
Next steps:		

