



Isca Academy

Special Educational Needs and Disabilities (SEND) Policy

Date of publication: January 2022

Review date: January 2023

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEN: Victoria Hatfield

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This policy will be reviewed annually

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Governor reviewed: January 2022

Other key school policies/plans relevant to the SEND policy:

Safeguarding and Child Protection Policy
Behaviour and Anti-Bullying
Medication Policy
Data Protection Policy
Accessibility Plan
Pupil Premium Strategy
School Admissions
Trust Complaints Policy
Health and Safety Policy
Relationships and Sex Education
Teacher's Standards
Equality Statement
SEN Information Report

1. Special Educational Needs and Disability (SEND) Policy: an introduction

This policy is in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

What is meant by Special Educational Needs and its relationship to Disability?

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils with ***learning difficulties*** will need something ***additional to*** and/or ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Many children and young people who have SEN may have a disability under the Equality Act 2010. Disability involves ‘...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’. (‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’)

Disability covers sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some of these children may not necessarily have SEN. But a significant number of disabled children and young people also have SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. The terms SEND are used in this policy to refer to pupils with special educational needs and/or disability

See our Equality Statement for Isca Academy’s response to the Equality Act 2010.

Isca Academy will do its best to ensure that the necessary provision is made for all pupils who have special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school and feel they belong to the school community.

The staff and governors of Isca Academy will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational settings. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

Key principles of Isca Academy’s policy:

- ***All teachers are teachers of Special Educational Needs.***
- ***Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – the Ted Wragg Multi-Academy Trust, the Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need, if it is deemed that Isca Academy is the best choice of provision to meet the pupil’s needs. In line with the Equality Act 2010 we will not

discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

2. SEND Policy Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Isca Academy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are:

- **Learner Focused:**
 - To enable pupils with special educational needs to have their needs met;
 - To take into account the views of the pupils with special educational needs;
 - To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- **Partnerships with parents and external providers:**
 - To encourage good communication and genuine partnerships with parents/carers of children with special educational needs;
 - To employ a collaborative approach with learners who have a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- **Compliance of current legislation:**
 - To have due regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs;
 - To ensure the Equality Act 2010 duties for pupils with disabilities are met;
 - In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- **Inclusion:**
 - To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for all ages and for pupils with special educational needs;
 - To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
 - To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective scaffolding and differentiation methods.
- **Leadership, Professional Support and Continuing Professional Development:**
 - To share expertise and good practice across the school, the Trust and with local and national networks;
 - To provide support and advice for all staff working with SEN pupils;
 - To make efficient and effective use of school resources.

3. Identifying and supporting Special Educational Needs & Disabilities

This section goes into more detail about how Isca Academy interprets and identifies SEN and disability. Much of this section draws on and adopts the key definitions covered by legislation and Code of Practice:

Defining and identifying SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. ANY School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- c) A child under compulsory 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 (Section 20 Children and Families Act 2014)

Pupils 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.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Disability

Under the Equality Act 2010 many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under this legislation. The Equality Act 2010 sets out the legal obligations on Isca Academy towards disabled children and young people:

1. Isca Academy must **not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
2. Isca Academy **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

When Isca Academy carries out these functions it **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Isca Academy **must also** publish information to demonstrate compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. These objectives **must** be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Isca Academy's governing body **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where an Isca Academy pupil is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need. A pupil may have SEN under more than one of these areas. It will also be assumed at Isca Academy that a pupil's educational needs will go beyond the specific area of SEN and any specific category used to include a balanced assessment of their personal strengths and difficulties and educational needs common to all pupils.

1. Cognition and Learning;

Children with cognition and learning needs may learn at a slower pace than other children and may have difficulties developing literacy or numeracy skills or understanding new concepts. Learning and cognition needs may be in addition to or as a result of other special educational needs.

This area covers pupils with specific learning difficulty (SpLD) who will have difficulties related to one or more of the following; dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning and cognition also covers learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include but are not limited to:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

2. Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves 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 pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Social, Emotional and Mental Health Difficulties include but are not limited to:

- ADD
- ADHD
- Attachment Disorder

3. Communication and Interaction needs

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every pupil 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. Pupils with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include but are not limited to:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

4. Sensory and/or Physical needs

Some pupils require special educational provision because they have a disability and this 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 pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. A Graduated Response to SEND

Early Concerns

The progress of all pupils is regularly monitored and reviewed at Isca Academy. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate general differentiation and scaffolding within the classroom through universal provision. Early concerns are discussed at the weekly inclusion team meeting – notes and any actions are recorded on the whole school database, now accessed via Isca Inclusion Shared Drive. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

Following the release of the SEN Code of practice 2014, Isca Academy's provision is organised in terms of two levels of SEN. The initial level of provision is called Quality First provision which precedes the first level of identified SEN:

- 1. Quality First provision**
- 2. SEN Support provision**
- 3. EHC Plan provision**

Quality First Provision:

All pupils' attainment, achievements and progress are monitored by their teacher who is required to provide high quality teaching and learning opportunities, differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. We interpret 'inadequate' following the Code of Practice to imply progress that is different from her/his peers, at a reduced level compared to previous progress rates or a widening gap between the pupil's progress and her/his peers. This assessment will be informed by regular reviews of progress involving the Academy's SENDCo(s).

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment or advice from external professionals such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When a pupil is considered to have a special educational need the following considerations will be taken into account:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in a lack of progress in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5. SEN Support: Assess, Plan, Do and Review approach

Where a pupil is identified as having SEN at the **SEN Support** level, Isca Academy will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This will be recorded in a school register. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's individual needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Individual Education Plan meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Pupil Progress Meetings.

What is involved in the Assess, Plan, Do and Review approach:

Assess:

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCo / Head of Learning Support, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. SLT will monitor this process.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on 'My Plan' under Right for Children, Early Help. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date 'My Plan'.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

- **If it is agreed that a pupil requires SEN support, all parties meet and develop a Learning Plan, detailing the support which will bring about the next part of the cycle**
- Parents/carers, with their child, will meet with the SENDCo / Head of Learning Support to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Learning Plan with a date to review the plan. Plans will be reviewed three times per academic year unless an emergency review is required.
- The Learning Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Learning Plan will be reviewed. A copy of this will also be attached to the pupil's profile on ClassCharts/Provision Map.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Learning Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Learning Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support and we will add them to the school's SEN register (although parents/carers should have already been involved in the assessment of need).

Do:

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved at regular intervals, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo / Head of Learning Support will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teachers are responsible for the daily implementation of the plan and will contribute to developing and monitoring targets.**

Review:

- There will be a review of the Learning Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend an educational review, this will be agreed at the initial multi-disciplinary team meeting.

- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

6. Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the graduated response will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Isca Academy will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly.

Class teachers will be advised of pupil's additional needs and this advice will be regularly updated in line with advice from professionals. Additional training, advice and support will be provided to teaching staff, where necessary in order to facilitate pupil progress and to meet the pupil's needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

So that parents/ carers play an active part in their child's development, Isca Academy endeavours to provide parents/carers with the relevant information to reinforce learning in the home.

Like other schools Isca Academy endeavours to support parents/carers to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational needs provision.

Parents/carers of a child with SEN Support will have the opportunity to meet with the SENDCo / Head of Learning Support at least **once** a year formally at parent's evenings. The SENDCo / Head of Learning Support are happy to meet with parents/carers whenever possible. Parents/Carers should contact the school to make an appointment. In addition to this, all pupils on SEN Support will be allocated a mentor who they will meet with at least once a term to review and plan their targets.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support (DIAS) (Formally, Devon Parent Partnership (DPP)). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The staff member is Miss Aimee Mitchell, Headteacher, and the governor is Victoria Hatfield.

Pupil Voice

We value the views of pupils and recognise the importance of gaining genuine pupil views in promoting the best outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of their Progress Meetings with staff and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

Isca Academy is supported by a wide range of different agencies and teams. Isca Academy's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

7. Training and Resources

Allocation of resources

- Resources are allocated to support pupils with identified needs as identified previously.
- Each year the SENDCo maps Isca Academy's SEN provision to show how human resources are allocated to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. The Headteacher monitors this provision mapping regularly.
- This support may take the form of differentiated or scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- The SENDCo and other staff members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.

- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary, which is also linked to the School Improvement Plan (SIP).
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense and in exceptional circumstances, the school can make a request for additional resources.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

8. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Isca Academy Local Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Managing the teaching assistants
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the TAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

Isca Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. **Please see the schools Medical Policy for further details** (on the school's F: drive and available via the school office).

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement (* e.g. *medical agencies, Hospital School, AP providers*)

9. SEND Information Report

Isca Academy will ensure that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

10. Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school was built with two lifts at either end of the school and has disabled toilet facilities. Isca Academy works hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (September 2019)

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Trust's Complaints Policy.

If there continues to be disagreement with regard to SEND provision for a pupil with an EHC Plan, the Trust should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.