



Special Educational Needs and Disabilities (SEND) Policy

Lowbrook Academy is committed to providing quality education in a caring and stimulating environment. We aim to provide a secure and supportive environment where all children and adults are inspired to grow to their full potential and in line with the school's vision:

LAETI, SANI, MULTA PERFICIENTES
Happy, Healthy, High Achievers

Lowbrook Academy's vision is underpinned by the following goals and principals building cultural capital in all of our children:

- **Enjoyment, Commitment and Achievement**
(Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue)
- **Equality of Opportunity**
- **Fairness and Justice**
- **Respect, Reciprocity, Responsibility and Honesty**
- **Innovation and Creativity**
- **High Aspirations**
- **Autonomy, Independence and Resilience**
- **Wellbeing and Healthy Living**
- **Local, National and Global Citizenship**
- **Sustainability and Interdependence**

Rationale

At Lowbrook Academy we have a whole school approach to meeting the educational needs of our pupils.

The principles of this policy are based on equal access of opportunity to Lowbrook Academy's Domain Based Curriculum, the Children and Families Act 2014 (Section 69), SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014, and all other aspects of school life for all our children. This is irrespective of race, gender, special need or disability.

This policy should be read in conjunction with the Child Protection and Safeguarding Policy and Procedures, Behaviour Policy, Assessment Policy, Single Equality Scheme and Disability Equality Scheme Policy (Inclusive of Accessibility Plan) and the SEND Information Report which is published on the school website.

The emphasis is on meeting the individual and diverse needs of all children within the school. We recognise and embrace the principle that some of our children will need special provision during their time in school. The type of provision varies greatly from child to child.



We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

- Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.
- Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.
- A child has SEND if he or she requires special educational provision in order to access the curriculum and/or achieve his or her full potential. This provision will include learning difficulties, extending exceptional abilities (Higher Ability Pupils) and those with social, emotional and mental health difficulties (SEMH).

What are Special Educational Needs?

The Code of Practice (2014) states that a pupil has a SEND when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction (including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD)).
- Cognition and Learning (including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD)).
- Sensory and/or physical needs (including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)).
- Social, emotional and mental health difficulties.

Please see **Appendix 1** for definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014

Support and Risk assessments for children and young people with SEND and with education, health and care plans (EHC)

Many children and young people may have found lockdown exceptionally difficult socially and emotionally. Following discussion with teachers, parents and young people, additional support may be necessary. Risk assessments may prove useful, in identifying what additional support children and young people with SEND and education, health and care plans need to continue to make a successful return to full education following lockdown or when returning to school following periods of isolation.

When individual risk assessments are used, Lowbrook Academy will in the spirit of coproduction, contact parents and involve them in planning this support. This might include visits to the school, social stories, and other approaches to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.



1 Objectives of our policy

- 1.1 To ensure that the arrangements made for pupils with special educational needs and disabilities are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014.
- 1.2 To identify students with special educational needs and disabilities and ensure that their needs are met
- 1.3 To ensure that students with special educational needs and disabilities **can** join in with all the activities of the school to the best of their capability
- 1.4 To ensure that all learners make the best possible progress, by building on their strengths whilst supporting them in areas of need.
- 1.5 To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- 1.6 To recognise the need for a comprehensive identification of assessment procedure, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs.
- 1.7 To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- 1.8 To ensure all school staff work in collaboration with pupils, parents, governors and other agencies.
- 1.9 To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, where appropriate.

2 Staff Responsibilities

- 2.1 The Governing Board is responsible for establishing and maintaining this SEND Policy and for ensuring it is followed. The Governing Board delegates authority to the Principal to implement this policy on its behalf. The Principal is responsible for implementing the decisions of the Governing Board and for complying with this policy.
- 2.2 The SENCo, in collaboration with the Inclusion Manager and Principal, has lead responsibility for co-ordinating provision for pupils with SEND. All staff, both teaching and support have shared responsibility for such children in their care. Responsibility for the day-to-day operation of the SEND policy lies with the SEN co-ordinator (SENCo) and Inclusion Manager.
- 2.3 All teachers are responsible for the educational provision for children with special needs in their class.



- 2.4 The role of the SENCO is to consult, co-ordinate support, and monitor all children with SEND within the school.
- 2.5 Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.
- 2.6 The class teacher and SENCo will maintain regular contact with the parents / caregivers at all stages of support.
- 2.7 There is a named Governor with responsibility for SEND
- 2.8 The “responsible persons” as named in the Code of Practice is the Principal.
- 2.9 The Principal will report to their governing bodies at least annually, evaluating the success of the education provided for the children with SEND.

3 Provision and The Management of Children with Special Educational Needs

- 3.1 To maintain a process of screening and early identification of SEND. At Lowbrook the importance of early identification of needs is paramount, therefore assessment data is regularly analysed to identify needs. Observations take place within the Early Years Foundation Stage and screening checks are carried out when children raise concerns regarding development. A variety of tools and expertise are used, and this is co-ordinated by the SENCo.
- 3.2 To adhere to the statutory requirements specified in the Code of Practice 2015 and to continue to implement the Assess, Plan, Do, Review cycle. All pupils will have access to a broad, balanced, differentiated curriculum including Lowbrook’s Curriculum (quality first teaching) unless a dispensation has been sought and agreed. When a class teacher or the SENCo identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school’s usual differentiated curriculum and strategies.
- 3.3 To ensure children at Lowbrook Academy are fully integrated into all aspects of school life. Access to the curriculum is provided within the child’s class and support staff work alongside class teachers to ensure all children receive maximum access to the curriculum.
- 3.4 It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision or targets on their Pupil Passport (formally known as IEP’s)
- 3.5 To ensure Pupil Passports are used to address specific needs for children identified as requiring SEND Support.
- 3.6 New children with SEND are observed and their previous assessment is analysed along with the use of Pupil Passports and discussion with new parents take place to ensure a smooth transfer of support. The targets on the Pupil Passport are based on collaboration between all the parties involved i.e., the child, parent, SENCo, class teacher and teaching assistant. The class teacher and SENCo will ensure that the



targets on the Pupil Passport are specific, measurable, achievable, relevant and time limited.

- 3.7 To develop a system of record keeping for each stage of the assessment procedure where teachers develop and produce their own Pupil Passports, in consultation with the SENCo, pupil and parents.
- 3.8 To actively involve parents in supporting the education programme for their child.
- 3.9 To co-ordinate resources of teaching materials and publications available to staff and develop staff awareness of their use.
- 3.10 To review needs and provision on a termly basis, so as to inform budgeting and resourcing decisions.
- 3.11 The SENCo and Inclusion Manager will monitor, evaluate and review the effectiveness of the provision. At Lowbrook this is conducted via the school's provision map and frequent evaluations (usually termly).
- 3.12 The SENCo and Inclusion Manager will determine resource implications and establish whether they will be provided within school or through external means.
- 3.13 The LA makes financial provision for children with Education, Health and Care Plans with low and high incidence need. The funding formula for this in essence is determined externally and then funded by the EFA.

4 Identification

- 4.1 Class Teachers are continually aware of children's learning. If they observe a child as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers from the same baseline.
 - fails to match or better the child's previous rate of progress.
 - fails to diminish the attainment difference between the child and their peers.
- 4.2 **Triggers Indicating the Need for Intervention and inclusion on the SEND Register -**
The child or young person who, despite receiving differentiated learning opportunities:
 - 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 that result in poor attainment in some curriculum areas.
 - Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
 - Has sensory or physical problems 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 a differentiated curriculum.

4.3 **Triggers Indicating the Need for Intervention and Referral to Outside Agencies -**

Despite having had an individualised programme and/or concentrated support under the Pupil Passports, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum expectations substantially below age expected levels.
- Continues to have difficulty in developing literacy and mathematical 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Any referral to an outside agency must include parental consent. The SENCo, Class Teacher and parents will consider a range of evidence-based and effective teaching strategies to support the child's progress and these approaches will be detailed on the child's Assess, Plan, Do, Review cycle.
- The school will work closely with the Local Authority and refer to the Local Offer which should set out clearly what support is available from various services including; educational psychologists, CAMHs, SALT, Occupational Therapists, etc.

4.4 The SENCo is consulted about any child for whom the class teacher has concerns. The SENCo will then work closely with the SLT, using whole school tracking data as an early identification indicator. Additional indicators for early identification include:

- Analysis of data including end of EYFS data
- Data, optional SATs, reading ages, termly pupil assessments
- Teacher concerns
- Parent concerns
- Tracking individual pupil progress over time
- Information from previous settings on transfer
- Information from external agencies.

The SENCO maintains a register of pupils identified through the procedures listed above. This register is reviewed each term. For some pupils, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

4.5 Prior to September 2014, there were three levels to the SEN Register (School Action; School Action Plus and Statements). The current code of practice in September 2014 adjusted this so that these no longer applied, and a new system called special educational (SEN) needs support was introduced. This was designed to ensure that support focused on individual need following the criteria described in **Appendix 1** (The definition of Special Educational Needs): "SEN Support" and "Education, Health & Care Plan."

- 4.6 The 2014 Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of needs matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

i. Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated and scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally, and at arranged or during parent's evenings. More frequent parent meetings may be requested by the school to share information and meet the child's need.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

ii. SEND Support

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

- Assess
- Plan
- Do
- Review

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



Assess

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

If a review of the action taken indicates that "additional to and different from" support will be required, then the views of all those involved including parents and the pupil will be obtained and appropriate evidence-based interventions will be identified, recorded and implemented by the class teacher with advice from the SENCo, with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

SEND support will be recorded on a Pupil Passport that will identify a clear set of expected outcomes, which consider parents' aspirations for their child, as well as the pupil's views. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress towards the outcomes set in the Pupil Passport will be tracked and reviewed regularly (6 weekly) with the class teacher, parents and pupil. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

The support available to a child with SEND will depend on the nature of the child's needs and difficulties with learning. We have a three-tiered approach to inclusion provision:



1. Universal – this is the outstanding teaching your child will receive from her/his Class Teacher and may include some very minor adaptations to match learning needs.
2. Targeted – it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach detailed above of a) assessing your child's needs; b) planning the most effective and appropriate intervention; c) providing this intervention; and d) reviewing the impact on your child's progress towards individual learning outcomes.
3. Specific – targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number a week to minimise disruption to the regular school curriculum. You will be kept informed of your child's progress towards learning outcomes.
4. Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Education, Health & Care Plan.

The current interventions provided at Lowbrook Academy include Social and Emotional Development, Speech and Language, Reading, Writing, Mathematics, Spelling, Fine and Gross Motor Skills.

Once a child has been identified as needing SEND the following paperwork is completed:

- The child is placed on our SEND register.
- A co-ordinated assessment of the child's education needs is outlined in a SEND Support Plan of intervention called a Pupil Passport. This records the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their Class Teacher. The information is updated termly.
- Termly, Pupil Passport Review Meetings, parents/carers are invited to consider progress against the Pupil Passport plan. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision put in place to enable the child to achieve these targets.
- Termly, SMART targets taken are discussed with children and parents and agreed next steps are recorded towards the longer-term targets.

Multi-Agency assessment and planning is co-ordinated by the SENCO and is used to aid the developments of the Pupil Passports. At Lowbrook Academy, all staff aim to work collaboratively to implement SEND Support or Education, Health and Care provision and to monitor the effect that the Pupil Passport is having on the pupil's attainment and wellbeing.



iii. Education, Health and Care Plan (EHCP)

If children fail to make progress in spite of high-quality targeted support through SEND Support, we may apply for the child to be assessed for an EHCP. This will also apply if the child has lifelong / significant difficulties or where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an EHCPs will combine information from a variety of sources including; Parents, Teachers, SENCo, Social Care and Health professionals

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

Following Statutory Assessment, an EHCP will be provided by the Royal Borough of Windsor & Maidenhead, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5 The Local Offer

- 5.1 As part of the 2014 Code of Practice, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.
- 5.2 The Local Offer has two key purposes:
 - To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
 - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.
- 5.3 The Local Offer covers:
 - support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
 - targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part



of universal services.

- specialist services for children and young people with SEN or disabilities who require specialised, longer-term support.

- 5.4 Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.
- 5.5 Further information about the Local Offer is located on the school website under the Special Educational Needs section. Lowbrook Academy's local offer is also available on the RBWM website.

6 Assessment

- 6.1 Staff, together with parents/carers will identify those children with SEND and the nature of their needs as early as possible.
- 6.2 All teachers use continuous assessment to monitor progress (see Assessment policy).
- 6.3 A range of appropriate assessment procedures will be employed by the class teachers, the SENCo and outside agencies.
- 6.4 A list of all children with Special Needs will be kept on the school administrative system. Children will be identified under the following categories as outlined in the 2014 revised Code of Practice:
- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
 - Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
 - Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.
- 6.5 Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the Pupil Passport.
- 6.6 Termly data of children on the SEND register is analysed to monitor progress and attainment across all curriculum areas.



7 Preparing for Transition

7.1 Transition is ever present in our planning for pupils as we are aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

7.2 We help to prepare all pupils for the next stage in their learning by:

- visits to the new class/setting.
- introducing new teachers, teaching assistants and settings in a gradual and planned way.
- bringing all parties together at a meeting to plan future actions and to ensure the new school year overlaps with measures currently in place.
- ensuring records and information of SEND are sent to the receiving school as the pupils transfer. Meetings are held in the Summer Term with the SENCOs of the receiving schools.

8 Training

8.1 The school recognises the need for SEND, training for all staff and governors. This includes the induction of new personnel and the updating of existing expertise. The Principal, Inclusion Manager and SENCo will arrange training based on need.

8.2 The SENCo and Inclusion Manager attend regular Local Authority meetings as well as external training to ensure that they have up-to-date knowledge of current legislation, guidance and best practice.

8.3 Additional training needs for staff is ongoing and delivered through staff meetings. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified, either at an individual pupil or whole class/subject level.

8.4 Support staff are encouraged to extend their own professional development and the Inclusion Coordinator will ensure tailor-made training where appropriate.

8.5 Support and guidance both formal and informal may be sought from specialist services.

9 Safeguarding children with SEND

9.1 Children with SEND have a higher risk of being left out or of being isolated from their peers, and they are disproportionately affected by bullying. Lowbrook Academy is committed to ensuring that children with SEN and disabilities have access to a high level of mentoring and support. Some children may have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.



9.2 We recognise that children with **SEND** face additional safeguarding barriers and challenges. Lowbrook Academy acknowledges the barriers that can exist when recognising or disclosing abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying without showing outwardly any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Possible vulnerability to online exposure and abuse.

Lowbrook's day to day practice will take into account these challenges will be a key point in safeguarding training at this Academy. Please refer to the school's safeguarding policy.

9.3 The curriculum robustly educates children in the safe use of technology and online safety across all age groups as identified in our well sequenced curriculum maps. Children with SEND may require adaptations or additional teaching and strategies or protections to safely interact with online content. Where this is the case, it will be identified on the Pupil Passports along with the reasonable adjustments required.

9.2 ELSA and Social Groups are held to provide emotional and social skills support to pupils as necessary and this is further extended to pupils with SEND.

10 Access to the School Buildings

10.1 The Academy was built in 1978 as an open plan school, all on one level. It has no corridors or circulation routes, making wheelchair access difficult. There is a ramp to the hall, but no other special facilities. Please see the school accessibility plan for more details.

10.2 Lowbrook Academy has disabled toilet facilities.

11 Partnerships

11.1 Where necessary, we will involve support agencies in assessing the needs of our pupils. This will only be undertaken after parental permission has been obtained. These may include Educational Welfare Service, Educational Psychologist, Specialist Teaching Service, SHINE, Sensory Language Impairment Team, Child Adolescent and Family Services (CAMHs),); Single Point Access (SPA); this team unifies the Social Care, Speech and Language Therapy, and Occupational Therapy and Behaviour Support Service. We will also seek staff training from specialist agencies when possible.

11.2 Regular cluster group meetings of the SENCOs are held in order to facilitate discussion and support.

11.3 The Academy has an "open door" policy so that parents/carers can come into the academy to discuss any concerns.



12 Criteria for evaluating the success of the SEND Policy

- 12.1 Children who have special educational needs have had their needs assessed.
- 12.2 These children have been given appropriate provision.
- 12.3 The children who have been identified as having SEND make progress and meet their own individualised targets.
- 12.4 The staff are confident about their own and others' contributions toward meeting the needs of their pupils.
- 12.5 The parent's express satisfaction with the identification procedure, information provided, provision given and monitoring arrangements. They can see that their child is making progress.
- 12.6 The LEA is satisfied with the framework of provision for children with Education, Health & Care Plans and can see an efficient use of funds delegated through the LMS formula.
- 12.7 The school has a good relationship with the external support agencies.
- 12.8 There is appropriate evidence of discussions which have taken place between outside specialists, SENCos and or the class teachers.

13 Arrangements for Handling Complaints about the SEND Provision

- 13.1 We know that all parents and carers want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially, they should contact the Class Teacher.

14 Review of Policy

- 14.1 This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014, and amendments to and will be reviewed annually.

15 Compliance

- 15.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 September 2014 and has been written with reference to the following guidance and documents:
 - Children and Families Act 2014
 - Equality Act 2010
 - SEN and Disability Regulations 2014



16 Confidentiality

16.1 In all matters relating to the Special Educational Needs and Disability of children confidentiality will be respected.

Signed:

Chair of Governors

Signed:

Principal

Date:



Appendix 1

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

Areas of Special Educational Need and Disabilities

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning, including:

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

Social, Emotional and Mental Health Difficulties, including:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs, including:

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

Sensory and/or Physical needs, including:

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



Appendix 2

Pupil Passport for Joe Bloggs



What's important to me...

- To have time alone a school and at home to do my own things
- Routine and to know what is going to happen next
- To have time to prepare for new situations
- Being outdoors in nature
- Plenty of physical activity – running, climbing, riding my bike to help me burn off energy
- Having a healthy diet



I find it difficult to...

- Read blocks or long pieces of text
- Writing in full sentences and within the given time
- Getting what I want to say on paper with it making sense
- Spelling
- Concentrate for long periods of time

Likes...

- Helping to tidy up
- Jimmy – my pet dog
- Animal Farm computer game on iPad
- Cartoons on TV
- Playing with my friends

Dislikes...

- Loud music
- Windy weather
- Strong smells
- Sitting still for long periods of time
- Busy places

How to best support me...

- Help me be more independent and don't do everything for me
- Give me clear instructions
- Understand that I get restless sometimes so give me regular brain breaks
- Break long texts into smaller sections
- Help me with my spellings.
- Have a punctuation checklist nearby when I do my writing

How I will support myself...

- Ask for help when I need it
- Give my teacher enough time and attention to explain the task at hand
- Make teachers aware of my triggers
- Listen and look at an adult when they are talking to me

Parents views

Signed:

Pupil Passport for Joe Bloggs Autumn Term 1 2019

Things I find difficult 	My goals for this term 	What do I need to do? 	Who's going to help me and when? 	How did I do? 
Speech and language	I will be able to use the regular past tense when I am speaking.	Ensure I am listening carefully to adults.	All adults to model correct language at all times	
Lunchtime behaviour and time in the lunch hall	I will eat my lunch without adult support.	Sit with a friend during lunchtime.	Picture prompts help me to remember what to do.	
Playing nicely with my friends	I will play board games with my friends during Golden Time	I will use board games that I already know	My teacher will facilitate a group of friends for me to start a game with during Golden Time and read me social stories twice a week.	
Writing independently for a sustained period of time	I will write in my literacy book independently twice a week.	I will bring use my checklist and punctuation pyramid throughout my writing and as an adult when I need support.	My teacher will provide me with a punctuation pyramid and a checklist of success criteria.	

Actions

What	When	Who
Structured language activity using picture prompts.	4 x 30 mins per week	Speech Therapist 4x30 mins + follow up sessions with TA
Eat lunch with picture prompts and follow the routine with the TA checking at the beginning, middle and end of lunchtime.	Every lunchtime	TA
Play a board game with friends	Twice a week during Social Group and once independently during Golden Time	TS
Use of Punctuation Pyramid, key question words, word bank and success criteria checklist.	Every morning	Class Teacher

Date created.....

Date of review.....

Class Teacher