



Special Educational Need and Disability Policy

Future Generation Trust

*This policy must be read in conjunction with Future Generation Trust's
Child Protection & Safeguarding Policy, Equal Opportunities Policy: Pupils, and
Behaviour & Anti-Bullying Policy.*

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2. Version Control

Date	Version	Revision	Owner
25/09/17	1.0	New Policy	Future Generation Trust Policy Team
26/09/18	2.0	Annual review of policy	Future Generation Trust Policy Team
24/09/19	3.0	Annual review of policy	Future Generation Trust Policy Team
17/11/20	4.0	Annual review of policy	Future Generation Trust Policy Team
13/3/23	5.0	Full review of policy	Future Generation Trust Policy Team

3. Introduction

At Future Generation Trust we are passionate that all pupils have equal opportunities to access learning opportunities and thrive as individuals with individual needs that are being recognised and met to allow them to reach their own potential.

This policy is written in line with the statutory requirements as stipulated in Part 3 of the Children and Families Act 2014 and has been written with reference to the following guidance and documents:

- SEND Code of Practice, 0-25 years, January 2015
- The Equality Act 2010
- The National Curriculum in England primary/secondary framework document, 2014
- Statutory Guidance on supporting pupils at school with medical conditions, 2014
- The SEND Information report regulations 2014.
- Teachers standards 2012

Key stakeholders are invited to review this policy and we welcome ongoing feedback from members of the Future Generation Trust academy community to ensure that our provision meets the needs of our pupils and their families.

This is a generic policy which shall be adopted by all of the academies in Future Generation trust. The policy is available on the Future Generation trust website and each academy will produce its own site specific policy document and publish it on their website.

4. Policy aims and objectives for SEND support

Future Generation Trust is committed to continually improving the provision for our pupils by responding to their diverse learning needs and reducing/removing any potential barriers to learning. We aim to provide a welcoming, stimulating and attractive learning environment to support and develop the needs of all children alongside a dedicated team of trained teachers and teaching assistants. At Future Generation Trust, we believe that every teacher is a teacher of every child, our SEND pupils deserve and receive high quality teaching that is differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2015, Section 6 para 36)

All areas of academy life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential within a broad and balanced curriculum with a particular focus on progress. This includes the Foundation stage and National Curriculum in line with the special educational needs and disability code of practice: January 2015.

5. Identifying Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made – namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015, Section 6 para 15).

A learning difficulty is defined as a significantly greater difficulty in learning than the majority of other children of the same age.

As stated above special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Class teachers, supported by the SENDCo/ senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances and therefore may be considered to have SEND. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(SEND Code of Practice 2015, Section 6 para 17)

The academy makes provision for pupils with needs, as stated in the SEND Code of Practice, 2015 (Sections 6.28 – 6.35 inclusive), in the following primary areas:

- Communication and Interaction (C and I)
- Cognition and Learning (Cog and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress and attainment. This includes health care provision or social care provision, attendance and punctuality, English as an additional language and disability, all of which are treated as special educational provision.

6. The graduated approach to SEND support

Future Generation Trust employs a graduated response, which initially focuses on high quality teaching that is scaffolded, differentiated and tailored to learning needs of individual pupils, as the first step in responding to pupils who have or may have SEND. Following further concerns raised by parents/carers, teachers, or the pupil's previous school, lack of progress, potential changes in the pupil's behaviour or pupil's becoming increasingly reliant on significant adult support to complete independent tasks, pupils are placed under observation in the first instance to closely monitor their progress. When a pupil has been identified with special needs, they will be provided with additional support to reduce/ remove barriers to learning and enable them to access the curriculum more easily. If necessary, pupils are placed on our Special Needs Register and given a Pupil Passport and/or an Individual Support Plan (ISP)

Each Passport/ISP will be drawn up by the class teacher on a termly basis and shared with parents. We encourage parents to be part of this process. We will follow an assess, plan, do and review model in order to further meet individual needs and improve progress by setting clear targets and expected outcomes to match to individual needs. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope). Progress towards these outcomes will be tracked and reviewed regularly, at least termly with the parents/carers and the pupils who are encouraged to contribute their input and views to be included on the ISP.

At Future Generation Trust we also operate an 'open door policy' to aid communication and partnership with parents where they can discuss their child's progress with the teacher at the beginning or end of the school day or more formal appointments can be made to speak in more detail to the class teacher, SENDCo, or Senior Leader.

Parents are encouraged to look at individual academy websites, which include links to a number of websites and resources that we have found useful in supporting parents to help their child learn at home.

These can be found within the SEND Padlet available in the SEND area of each academy website. In addition, academy newsletters include a section that identifies local learning opportunities such as places to visit that parents/carers may find helpful. We aim for all academies within Future Generation Trust to promote Dyslexia Friendly approaches and to employ a variety of teaching strategies and resource allocation that not only benefits children with dyslexic tendencies but also has a significant impact on other pupils whose literacy skills are not appropriate to their age.

Each academy will also involve external agencies including health and social services, local authority support services and voluntary organisations in supporting them to better meet the needs of pupils and their families. For example, outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home as well as in school. Staff may also meet with parents / carers to discuss strategies to use if there are concerns regarding a child's behaviour or emotional needs.

Each academy in the Trust attends termly, local district SEND Hub meetings, where additional external help and support can be discussed/identified in order to fully meet SEN needs.

7. Managing pupils needs on the SEND register.

Once a pupil has been identified as having special educational needs, they will be provided with different/additional support and placed on our Special Needs Register. They will be given an Individual Education Plan (IEP) following an assess, plan, do and review model, as described above.

If a pupil has needs related to more specific areas of their education or social skills, such as spelling / phonics, handwriting, maths and English skills, then the pupil may be placed in a small target group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved, to ascertain the effectiveness of the provision, and to inform future planning. 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 /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

These interventions and additional support arrangements are recorded on a provision map (for each year group) by the class teacher. This is a comprehensive record of the interventions, frequency and timings of the intervention for individuals and groups of pupils which are monitored termly by the academy SENDCo. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or academy SENDCo.

If progress rates are still judged to be inadequate, despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS or Independent Specialist Teacher
2. Behaviour Support Service or Independent Behaviour Specialist.
3. Hearing Impairment team
4. Visual Impairment team
5. Autism Outreach Team (A.O.T)
6. Educational Psychology

7. Educational Welfare Officers
8. Social Services
9. School Nursing Hub Team
10. CAMHS (Child & Adolescent Mental Health Service)

At SEND review meetings and Pupil Progress meetings and/or SEND Hub Reviews, any SEND children who are not making progress, despite academy intervention, are identified and extra support/provision allocated. If further concerns are identified due to the pupil's lack of progress or well-being, despite external agency support, an Education Health Care Plan (EHCP) Needs Assessment Request may be requested, to the Local Authority in which the pupil resides.

It is the decision of the Local Authority whether to undertake an assessment for an Education, Health and Care Plan (EHCP). Education, health and care services will work together with the family as part of this process. Where the Local Authority agrees for an EHCP to be awarded this will be formally reviewed through the Local Authority's Annual Review processes and should include the views of parents and children, alongside involvement of outside agencies (as applicable to individual cases). The Annual Review will be co-ordinated by the SENDCo who will provide updates to the Local Authority. Where it is identified through the Annual Review process that amendments are required to be made on the child's EHCP, it is the duty of the Local Authority to update EHC Plans.

Throughout the process of an assessment for an EHC Plan, academies will work in collaboration with parents and outside agencies. Parents are actively encouraged to be a key part of this process and it is important that the views of parents and children are recorded.

For pupils with an Education Health and Care plan, the decision regarding the support required will be reached when the plan is being produced or at each sequential annual review.

8. Supporting pupils and their families through transition

Future Generation Trust understands what a stressful time moving schools can be; therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible. Each academy will have bespoke arrangements in place, and these are detailed in site-specific documents.

9. Supporting pupils with medical conditions

In some cases, a pupil with SEND may have an underlying medical condition that could impact on their life within the academy. Academy staff are committed to supporting these pupils and in doing so ensure that they can access and enjoy the same opportunities as any other child. With the academy and family working together, a Care Plan may be created in order to fully inform all staff of individual medical requirements and provide a plan of action of how to best support medical needs. Please see the designated policy for **Supporting Pupils with Medical Conditions** for further information.

10. Training and resources

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual pupil's needs. Further support or resources may be allocated to children with SEND following assessments by academy staff or outside agencies and in some exceptional cases the academy can apply for additional funding for a particular pupil from the Local Authority.

Dependent on the pupil's need, funding may be used to buy in specialist support which is decided by the academy SENDCo and Head Teacher on a case by case basis. Individual Pupil Premium payments are used to support pupil's learning and pupils who have an Education Health and Care Plan will have an agreed package of support from the Local Authority this may not include additional funding and may be provided through the Personal Budget arrangements. Further support related to Personal Budgets can be accessed from the Staffordshire SEND Family Partnership.

The academy SENDCo attends the termly SEND Update in order to keep up to date with strategies to improve outcomes for pupils with SEND, this information is then conveyed to the senior leadership team and teaching staff to inform and enhance classroom practise where appropriate.

Each academy SENDCo and Head Teacher are responsible for the training of academy staff dependent on academy need and current provision. External agencies may be employed to deliver training in order to keep academy staff fully updated in special educational needs and provision.

11. Accessibility

At Future Generation Trust we welcome our duty which covers planning to make written information normally provided by the academy to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, buff coloured paper, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. We consider how all information normally provided in a written format including work sheets, timetables, examination papers, newsletters, information about academy events, trips and extracurricular provision could be made accessible to all those with a disability.

We strive to ensure that activities and trips are available to all our pupils and risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity, in addition to the usual academy staff.

Some of our academies operate over split levels. Whilst this offers challenges; we are happy to discuss individual access requirements. For further details regarding accessibility within each academy please see the site specific document; **Accessibility Plan**.

12. Roles and responsibilities

Key roles and responsibilities regarding the implementation of the trust's **Special Education Need and Disability policy** at each academy are detailed within the site specific document. Each academy will publish a list of named officers specific to SEND provision at their facility.

The academy SENDCo will co-ordinate provision for pupils with SEND. The SENDCo has an important role to play with the Headteacher and Trust Board, in determining the strategic development of the Future Generation Trust **Special Educational Need and Disability policy** and provision within their academy.

13. Support for improving emotional and social development

Future Generation Trust offer a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- An effective Personal, Social, Health and Economic (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being. Please visit academy websites to see the topics that are included.
- Members of staff such as the class teacher, teaching assistants, SENDCo and Family Liaison Officer are readily available for pupils who wish to discuss issues and concerns.
- Wellbeing sessions, run by the Family Liaison Officer (FLO)/ Emotional Literacy Support Assistants (ELSAs) target social skills, self-esteem, emotional wellbeing and anger management.
- Pupils who find outside class times difficult are provided with alternative small group opportunities, for example, they are able to join various sporting clubs or make use of inside space. If necessary, a quiet eating area is provided.
- Tailoring a consistent approach to addressing concerning behaviour with an Individual Support plan and risk assessment in partnership with the SENDCo, Class Teacher, pupils themselves and their family. This may involve outside agencies, where appropriate.
- Delivery of small group evidence led interventions to support pupil's wellbeing. These are listed on our provision maps and target interaction skills, improving resilience and emotional wellbeing.
- The Trust is committed to ensuring that each child receives a minimum of two hours PE provision a week to support their fitness and health.

14. Complaints

It is paramount to us that both the pupils and their families feel happy with the support provided for pupils with SEND. However, should parents or pupils be dissatisfied then they should discuss their concerns directly with the academy in order to resolve any such disagreements. Such complaints will be dealt with in the first instance by the SENDCo, and, if required, the Headteacher.

Contact details for our academies are available on their websites or by contacting the academy office directly.

15. Monitoring and Evaluation

Monitoring and evaluation is the responsibility of the Headteacher, named Governor, SENDCo and (academy specific) Family Liaison Officer, who collectively hold responsibility for SEND at each academy.

SEND will be included in the induction programme for all new members of staff.

This policy and all arrangements will be reviewed annually.

Policy adopted on: 10 December 2020
Review Date: March 2024

Signed: Fliss Dale

Designation: Chair of Trust Board



Special Educational Need
and Disability Policy

Gentleshaw Primary Academy

This document details site specific information to support the Trust's generic policy.

A Introduction

This document complements (and should be read in conjunction with) the Future Generation Trust's **Special Educational Need and Disability Policy**. It records the local arrangements for implementing the Gentleshaw Primary Academy policy.

B Key Contacts

Headteacher	Genevieve Saunders	Tel No: 01543 227420 E-mail: headteacher@gentleshawprimary.academy
SENDCo	Tamsin Corbett	Tel No: 01543 227420 E-mail: sendco@gentleshawprimary.academy
SEND Governor	Jan Macey	Tel No: E-mail: jan.macey@futuregenerationtrust.co.uk

C Roles & Responsibilities

SENDCo

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo also provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with professionals and support families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the trust's SEND policy
- Leading the SEND team to ensure all pupils/families with SEND needs are supported
- Coordinating provision for children with SEND
- Liaising with the LAC team where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support to staff
- Providing training and advice to staff on identifying pupils with SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies being a key point of contact with external agencies, including the local authority and other support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the academy keeps organised and up to date records of all pupils with SEND including the interventions and additional provisions that are in place for pupils in each class and year group.
- Monitoring the effectiveness of interventions and additional provisions for pupils with SEND and the subsequent impact on learning.
- Support the Headteacher to manage LAC funding for SEND
- Organise termly reviews (in conjunction with class teachers), for families of those children with SEND
- Attend SENDCo updates and further relevant training

- Represent the academy at local SEND Hub meetings
- Liaise with external agencies to ensure best provision for SEND children and their families.

SEND Governor

The Special Educational Needs and Disability (SEND) Code of Practice states that:

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for special educational needs (SEN) and disability.

The key responsibilities of the SEND Governor are:

- Building a good working relationship with the academy's special educational needs co-ordinator (SENDCo)/ team
- Raising awareness of SEND issues at Local Governing Body meetings
- Giving up-to-date information to the Governing Body on the quality and effectiveness of SEND provision within the academy
- Helping with the writing and review process of the trust's policy for pupils with SEND.
- Be aware of their academy's systems for SEND provision
- Assuring the Governing Body that the academy website publishes the academy's SEND offer
- Having a good working knowledge of the SEND Code of Practice
- Have an active part of the SEND monitoring timeline
- Attending regular updates and holding the SENDCo to account for provision

SEND Teaching Assistants

Key responsibilities are:

- Provide additional support to pupils with SEND on a day-to-day basis.
- Regularly update class teachers and the SENDCo on the progress and needs of the pupils
- Keep records of and report on the impact of specific interventions and share outcomes with the SENDCo

D Supporting pupils and their families through transition

The following strategies are in place to enable each pupil's transition to be as smooth as possible. These include:

On entry

A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, home visits and a visit to their new class (without parent/ carer). Parent/carers and pupils are invited to a meeting at the academy so that they know what to expect and are encouraged to share any concerns with our Early Years Leader.

The Headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

A meeting with the SENDCo, Tamsin Corbett, will be arranged with parents to discuss children who have additional needs and have previous involvement with the Early Years Forum.

Secondary transition

Our SENDCo and Year 6 team work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have. For pupils transferring to local schools, staff from both the academy and new school will meet to discuss the needs of the transferring pupil in order to ensure a smooth transition. Secondary school staff also visit pupils prior to them joining their new school. The academy SENDCo meets the SENDCo from the secondary school to pass on information regarding SEND pupils. SEND pupils have the opportunity for additional visits to the school they are going to, in a smaller group size if required. In addition to this, children attend a transition day(s) particular to the school they are going to and undertake a period of transition units.

Opportunities to work collaboratively with local secondary schools are actively encouraged so that children are familiar with them e.g. enterprise projects, sporting events and tournaments, dance festivals and drama workshops.

For pupils with an EHCP, transition support and discussions with the academy begin at the annual review process, which is instigated in the year before transition begins. At this time parents are supported to make decisions regarding the next placement and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Mid-year transition

The records of pupils who leave the academy mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns. Where there are concerns the previous school's SENDCo will be contacted by phone.

Policy adopted on: 23/03/2023
Review Date: March 2024

Signed: Jan Macey **Designation:** Chair of Local Governing Body