

## Dean Trust Ardwick SEND Policy 2023-2024

**Dean Trust Ardwick's core purpose is to empower all pupils to find their purpose and thrive as citizens of the world. Our vision for is for "True Inclusion" – all pupils thrive without exception.**

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**SENDCo:** Fae Horsley

**Status of Policy:** Statutory

### **INTRODUCTION**

This policy should be read in conjunction with the 2014 Pupil and Families Act and the Special Educational Needs and Disability Code of Practice 0 to 25 years, and the 2022 SEND Review: Right Support, Right Place, Right Time. This policy should also be read in conjunction with the policies below and the SEND information report:

- Admissions Policy
- Single Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy
- Medical Policy
- Accessibility Policy

This policy was developed and shared with the following stakeholders:

Headteacher, SLT, SENDCo, teaching staff and governing bodies. The SENDCo is responsible for developing and implementing the policy.

### **Vision for True Inclusion:**

**Our vision at Dean Trust Ardwick is for 'True Inclusion'- for all pupils to thrive without exception.**

- Dean Trust Ardwick staff have unwaveringly high expectations of all pupils without exception and foster a culture, a way of working, and a climate that is truly inclusive.
- At Dean Trust Ardwick we recognise that pupils with SEND - often those with the biggest barriers to learning - need the *highest quality* input from great teachers who know them as individuals.
- At Dean Trust Ardwick we believe that *any* pupil may require mountain rescue at *any* time and that this is True Inclusion.
- At Dean Trust Ardwick 'inclusion' is a whole-school focus. We believe that all staff need to take collective and deliberate action to support the pupils with the biggest barriers to learning.

### **Aims:**

- To establish a shared vision and understanding of True Inclusion at Dean Trust Ardwick.
- To set out the roles of teaching staff and the support given to support all pupils with SEND.
- To outline how we build an ongoing, holistic understanding of our pupils and their

needs in a meaningful manner and disseminate this information in the most effective way to support our pupils.

- To outline how we ensure all pupils, including those pupils with SEND, have access to high quality teaching and provision within school.
- To outline how we ensure that pupil needs are identified early using the Code of Practice Framework.
- To rationalise the use of intervention and extraction from lesson including the deployment of LSAs in the classroom.
- To outline a co-collaborative process between education, parents, children, health and social care services to provide support.

In the spirit of 'True Inclusion', SEND provision will be a focus in all whole-school QA processes from the outset. Both qualitative (pupil voice, work scrutiny, staff voice etc.) and quantitative (exclusion and behaviour data, academic data etc.) will be used to continuously monitor and evaluate our organisation and used to ensure that we continuously refine our provision to meet the needs of our pupils.

### **Definitions:**

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than the majority of pupils of the same age that requires them to access provision that is different from or in addition to that which is normally available to peers of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

### **Purpose of the Policy:**

Nationally, pupils with SEND perform significantly worse than their peers without SEND, attend school less regularly, and are disproportionately represented in school suspension and PA data. National trends are often more acute at Dean Trust Ardwick as a highly flexible and specialised approach is required to meet the needs of all pupils in our community. In order to ensure this, it is important to recognise what less effective SEND provision looks like:

- Segregation of pupils with SEND through Modified Curriculum (where pupils with SEND are set into classes predominantly populated by pupils with SEND).
- A narrowing of the curriculum offer due to withdrawal from lessons for interventions with poor accountability measures.
- A lack of focus on high-quality teaching for all pupils.

In order to make sure that our practice is the most effective that it can be, we have established the following core values:

Pupils with SEND are everyone's responsibility. SEND is not a definition for a pupil; rather, it is a way in which we can fully understand and meet their needs. We recognise that at any point in a pupil's

educational journey, they may require support that is additional to and different from the universal offer. We commit ourselves to ensuring that support is given to pupils in a timely and meaningful way, regardless of whether or not a pupil has an EHCP. All pupils should have access to an educational environment where they can thrive and fulfil their potential.

We know that pupils with SEND often face the biggest barriers to learning. These pupils have the right to the highest quality input from the school to ensure their success. The Dean Trust Ardwick SEND Policy is designed to outline our vision for pupils with SEND; how they are supported to participate fully in school life through the collective and deliberate action of all staff; how the school's systems and procedures support our SEND pupils through high expectations; how we work collaboratively with parents, carers, across pastoral/academic, and with external agencies.

**Contents:**

- 1) The Role of Staff in Supporting Learners with SEND
- 2) Identification of SEND and Approach to Supporting Pupils
- 3) Rationalising Intervention
- 4) Challenging Behaviour and SEND

## **1) The Role of Staff in Supporting Learners with SEND:**

**“Ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.” (EEF, Special Educational Needs in Mainstream Schools).**

### **The SENDCo**

The SENDCo will:

- Work with the Headteacher and relevant staff to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN and disabilities, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN and disabilities receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEN and disabilities up to date (in line with GDPR).

In order to do this effectively, the SENDCo will:

- Achieve the NASENco award.
- Attend SENDCo networks.
- Obtain training where appropriate on request.

### **Classroom Teachers**

***“Searching for a ‘magic bullet’ can distract teachers from the powerful strategies they often already possess” (SEN in Mainstream Schools - EEF).***

**At Dean Trust Ardwick, our teaching is underpinned by the following core principles:**

- Pupils with SEND should be taught a full curriculum (in line with the National Curriculum) with access to the full breadth of subjects.
- The curriculum content should not be diluted for any pupil and they are taught towards the same curriculum goals as their peers.
- Pupils with SEND require the highest quality input from expert teachers as we acknowledge that the barriers to learning for these pupils are often more acute.
- Teachers are responsible for the learning and progress of all pupils within their classes, including pupils with SEND.
- Good teaching for pupils with SEND is good teaching for all pupils.

The curriculum and its delivery is fundamental to the success of all pupils within the classroom and beyond. Classroom teachers within each school of The Dean Trust will be responsible for (from the Dean Trust SEND Policy):

- Planning the delivery of the curriculum with the view to support the pupils with the greatest barriers to learning from the outset.
- Setting high expectations for every pupil with the aim to teach them the full curriculum- whatever their prior attainment. All pupils are taught towards the same curriculum goals.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Being aware of the needs and support provided to any pupils with SEND they are working with including their Pupil Passport.
- Working to form meaningful and productive relationships with all pupils.
- Working collaboratively with any additional support staff that are assigned to their class.

In order to this effectively, all teaching staff will:

- Have access to a high-quality CPD offer ran within school and across the trust.
- Have access to resources from the Behaviour Hub Institute.
- Have the opportunity to apply for TLRs for personal development.
- Have access the SENDCo to seek individualised expertise and support.

### **Learning Support Staff**

At Dean Trust Ardwick, all staff are responsible for all pupils. By professionalising the role of Learning Support Staff, a collaborative process whereby teaching staff and TAs work together has been developed.

Whilst there may be key individuals, possibly with EHCPs, who require high levels of individualised support, both learning support staff and teaching staff are within a lesson to maximise academic progress for all pupils and enable independence.

Learning support staff are allocated to lessons based upon a number of variables including:

- Statutory legal requirement.
- Learning behaviours for specific groups of pupils.
- The number of pupils with complex need.
- The number of pupils with significant cognition and learning needs that result in them not being able to access the universal curriculum offer despite adaptations having already been made.

There may also be periods of time where learning support staff are allocated to a class or pupils in response to other factors including pastoral, welfare and safeguarding factors. There may be other points, where because of staff absences, Learning Support Staff may need to cover other lessons that they may not normally support in.

In order to this effectively, all Learning Support Staff will:

- Have access to a high-quality CPD offer ran within school and across the trust.
- Have access to resources from the Behaviour Hub Institute.
- Have the opportunity to apply for TLRs for personal development.
- Have the opportunity to work with external agencies to further their development.
- Have the opportunity to request self-directed CPD in an area of their interest.

- Have access the SENDCo to seek individualised expertise and support.

### **Governing Body**

The governors are regularly informed of the implementation of this policy through the Local Governing Body. Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about all aspects of school. In relation to SEND, the governing body make sure that:

- They are fully involved in developing and monitoring the school's SEND policy;
- All governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.

Training for the Governing Body regarding this area is in line with the Trust Policy.

### **2) Identification of SEND and Approach to Supporting Pupils**

Timely identification is essential in ensuring that a pupil meets their full potential. Emerging Concerns forms are used when a teacher or other member of staff has a concern about a pupil which is related to their needs in the classroom. In the first instance the member of staff will discuss their concerns with their HOF. This is a teaching and learning discussion in which staff members draw on their expertise as classroom practitioners to determine to what extent the classroom teacher can support the pupil further in their learning. This may be through observations, peer observations, observing the pupil in other lessons, discussions around QF teaching strategies etc. After an initial discussion, good practice would be to collaborate on a strategic teaching and learning plan. Once implemented, close monitoring of how the strategy impacts the learning of the pupil is important- this will form evidence to help to modify or tailor the strategy further, or become pivotal in improving the learning of this pupil across the curriculum.

- 1) Discuss with HOF the needs of the pupil.
- 2) Quality first teaching strategy (half term).
- 3) If the strategies put in place have made no impact on the pupils' learning, staff fill in the Emerging Concerns form.
- 4) HLTA or SENDCo diagnostic assessment in the area of need if deemed necessary/ classroom observations.
- 5) Decision made by SENDCo and parents through a parental discussion about whether child needs to be placed on the SEND register (see below 'SEN Support')
- 6) Parents informed and a meeting takes place discussing the pupil and how the school can support them further.
- 7) Creation of pupil passport.
- 8) Possible further intervention.

### **SEN Support**

SEND 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 needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

## **Assess**

In identifying the nature of the needs of a pupil, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. We will take into account the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil. This will be recorded on the 'Pupil Passport' document, which enables the information to be shared with relevant stakeholders.

## **Do**

The SENDCo or subject teachers should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. (Refer to "Rationalising Intervention"). Dean Trust Ardwick firmly believes that the majority of pupils can learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, pupils with SEND will be taught with their peers and will work towards targets that will allow them to fulfil their potential.

Staff/ the SENDCo should work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and areas of need, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed and evaluated in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the pupil and their parents/carers sought. This should feed back into the analysis of the pupil's needs. We will consider a range of information to review the effectiveness of our provision and this will be conducted by the SENDCo and relevant staff.

Parents/carers will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage.



Where a pupil continues to make less than expected progress, despite high-quality provision, we would consider involving specialists from outside agencies, and consider whether or not an EHCP assessment is required.

### **3) Rationalising Intervention:**

**“Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less”. (2015 Code of Practice)**

Rationale for intervention:

In some specific cases, pupils with SEND may be faced with barriers to their learning that transcend what can be provided for in a classroom setting. This may be ‘intervention’ such as physical therapy which is stated on an EHCP, or this may be a pupils’ phonics knowledge which is too underdeveloped to ensure improvement within a Secondary classroom setting.

Intervention is appropriate if:

- It results in the increased ability of pupils to access the curriculum
- It is delivered by experts
- It is time sensitive and has clear, measurable goals situated within a designated timeframe
- It is well-planned to ensure that time removed from the mainstream curriculum is not detrimental to the overall progress of the pupil

### **4) Challenging Behaviour and SEND**

Dean Trust Ardwick takes into the account the Equality Act (2010) when forming its behaviour policy and ensures that reasonable adjustments are made to the behaviour policy when a pupil’s behaviour may be as a result of their needs. In consultation with the SENDCo and SLT, the following the guiding principles were established:

#### **Guiding Principles:**

- At Dean Trust Ardwick, we have high expectations for all pupils. All pupils should follow the behaviour policy and consequences applied equitably and fairly to all pupils.
- It is everyone’s responsibility to support all pupils to meet our high expectations.
- Pupils with SEND often have the most acute barriers to learning. We acknowledge that sometimes poor conduct is a symptom of wider needs and when addressing this we look at our own provision.
- Dean Trust Ardwick does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgment on the facts of the situation.
- Just because a pupil has been labelled as SEND, does not necessarily mean they will display poor conduct.

For further information or clarity regarding how this policy is implemented, please see the SEND Information Report. Due to the vision of ‘True Inclusion’, the effectiveness of this policy is mostly monitored via whole school Quality Assurance processes regarding the progress and attainment of pupils with SEND, in addition to the ‘review’ aspect of the graduated response.

Policy written: 29/06/23

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Approved:

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