



DEVON SPECIAL EDUCATIONAL NEEDS & DISABILITIES INCLUSION POLICY

Policy Reference No	SG003
Review Frequency	Annual
Reviewed	Summer 2024
Next Review Date	Summer 2025
Approved by	Full Board

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Change Log

Date	Changes to Policy
Summer 2024	Section 1: Update language from 'barriers' to 'challenging to making progress broadly in line with peers'. Section 5: Graduated Response to provide further detail at each stages (Waves). Section 6: Technical update to name of Trust Policies. Section 7: Optimal Learning Approach added to Quality First teaching. Section 7: Update to SEND CPD to reflect 'regular SEND professional development' and SENDCO Forums. Section 8: Clarification of transition booklets provided by school. Section 8: Clarification of provision planning for SEND Support pupils to be discussed with parents. Section 8: Clarification that SLT, after class teachers, should be contacted with any parents concerns. Section 9: EAC wording clarified to 'Inclusion Portfolio Holder'
Autumn 2023	Updated Section 5 to reflect changes to Graduated Response.
Autumn 2022	Minor tweaks to reflect updated guidance. Removed TESS advisory service as this is not subscribed to.

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- The Children and Families Act (2014)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions (December 2015)
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards (2012)

1. Rationale

The Learning Academy Partnership (South West) is committed to providing an appropriate, high quality, inclusive education to ensure the best possible progress for all our pupils, whatever their abilities or needs.

As part of the Learning Academy Partnership strategic plan for improvement we aspire to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to raise the aspirations and expectations for all pupils with special education needs and disabilities (SEND).

We believe that all children should be equally valued in our academies. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can achieve and feel safe.

The aims of our special educational needs policy and practice in our academies are:

- To identify, at the earliest opportunity, challenges to making progress broadly in line with peers.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health**
4. **Physical &/or sensory**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with external agencies, where appropriate, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work with the Board of Trustees to enable them to fulfil their statutory duty to monitor with regard to the Policy statement for SEND

2. What are 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 for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

3. Objectives

At the Learning Academy Partnership, we are committed to developing an education provision that provides equality of opportunity and high achievement for all children. We aim to meet the special educational needs of pupils in a positive and proactive way: we have high expectations of all our children.

The focus within our schools will be on preventative work to ensure that children's special educational needs are identified as quickly as possible and that early action is taken to meet those needs.

We will exploit best practice when selecting interventions. Interventions for each child will be reviewed regularly to assess impact and we will adopt a multi-disciplinary approach to the resolution of issues by working cooperatively with all appropriate agencies. Children with Special Educational Needs and disabilities will be offered full access to a broad and balanced and relevant education, including an appropriate curriculum for the Foundation Stage.

The wishes of our pupils will be taken into account (in the light of their age and understanding) and we will work in partnership with parents to ensure that we take into consideration the views of individual parents in respect of their child's particular needs.

4. Identifying Special Educational Needs (see Flow Chart)

How does the Learning Academy Partnership know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/setting.
- Class teachers have provided quality first teaching and targeted provision but a pupil struggles to make progress.
- Tracking of attainment outcomes, from a range of assessments, indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health**
4. **Physical &/or sensory**

Many children and young people have difficulties that fit clearly into one of these areas; others have needs which extend across more than one area; for some the precise nature of their need may not be clear at the outset.

We take into consideration other factors that may impact on progress and attainment;

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

5. A Graduated Approach to SEN Support

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. All teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access additional support.
- Pupils with a disability will be provided with “reasonable adjustments” to increase their access to the taught curriculum.
- The quality of teaching is monitored regularly in schools.
- All pupils have targets, set in line with national outcomes to ensure ambition. These are discussed with parents at Parent Consultations.

If progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to close the attainment gap between the child and their peers

The pupil is closely monitored, and the class teacher takes steps to provide good quality Universal Provision which may include additional adapted learning opportunities using the guidance provided to them in the ‘graduated response.’

There are 3 broad stages (Waves) of support, which are all implemented using a Plan, Do, Review cycle (at least termly). The primary aim of this Graduated Response is to ensure levels of support at an early stage, a part of the Trust Optimal Learning Approach, is enacted before a pupil progresses through to targeted or specialist levels of support.

<p style="text-align: center;">Wave 3 (specialist)</p> <p style="text-align: center;"><i>Learners have access to culture and environments as Wave 1 &2, as well as:</i></p> <p style="text-align: center;">Pupils with an EHCP Provision Map, including allocation of funding* Pupil Individual Support Plan/ implementation plan * Pupil Passport* (approx. 4% of pupils Nationally).</p>	Assess
<p style="text-align: center;">Wave 2 (targeted)</p> <p style="text-align: center;"><i>Learners have access to culture and environments as Wave 1, as well as:</i></p> <p style="text-align: center;">Pupils identified as being at ‘SEND Support’ Pupil Individual Support Plan/ implementation plan * Pupil Passport* (approx. 14% of pupils nationally)</p>	Plan
<p style="text-align: center;">Wave 1 (universal with specific adaptations)</p> <p style="text-align: center;"><i>Learners have access to culture and environments as Wave 1, as well as:</i></p> <p style="text-align: center;">Pupil Passport* which outline the specific adaptations in place. *On Provision Map</p>	Do
<p style="text-align: center;">Optimal Learning Approach (OLA) for all</p> <p>Optimal Learning Approach ‘as standard’ in all classrooms so that teaching is underpinned by the use of metacognitive approaches create ‘powerful levers for all learners. Teachers carefully crafted lessons, so that all learners are making progress, relevant to their starting points.</p> <p>Curriculums are ambitious and broad**, designed to give all learners the knowledge they need to take advantage of opportunities, responsibilities, and experiences in later life.</p> <p>Assessment cycle and to check pupils understanding and inform provision (including screening.)</p> <p>The curriculum extends beyond the academic and is effective in enabling all pupils to develop in the widest sense.</p> <p>Leaders ensure that they continually evaluate and refine the effectiveness of the Quality of Education so that all learners' needs are met and that they flourish.</p> <p>Underpinned by Inclusive, relational approach in Positive Behaviour Policy.</p> <p>(82% of pupils may stay at this stage) but 100% of pupils need this stage to be embedded.</p>	Review

** Ofsted Handbook paragraph 454: “Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupil’s interest and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.”

SEN: A Graduated Response to meeting need




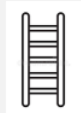








Core Offer examples. This is not an exhaustive list but some ideas of strategies that can be used.

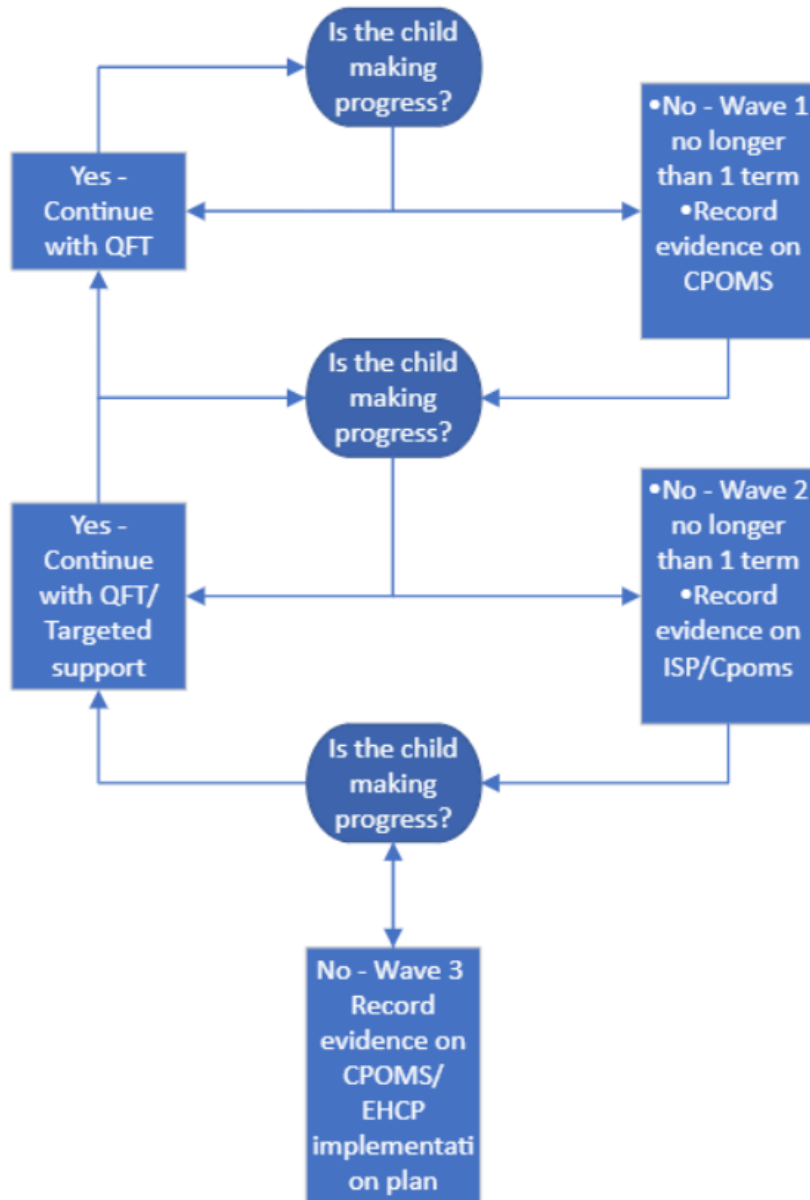
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	ASC tool kit Total Communication - visual timetable / cues Sound buttons Quality First Teaching Additional processing time	Dyslexia friendly classrooms/ packs (colour overlays or trackers) Sound buttons Task flow chart Table tools for reducing cognitive load Wordbank Widget Chunking information Seating arrangement RWrlnc Daily Reader Daily Booster Quality First Teaching Additional processing time	Attachment Aware / Trauma Informed Technique Thrive techniques Sensory/ Calm area Sensory/ calm boxes Emotion thermometer Quality First Teaching	Intimate Care Health Care Plans Pencil grips Writing slope booster Sensory breaks Keyboard skills Quality First Teaching Adapted resources
Targeted	Speech Link Screening Language Link Screening Speech and Language Triage Educational Psychologist ADHD Checker Social Skills program eg - Socially Speaking - Talk about - Lego Therapy School Nurse Early Help Advisory Teachers Attention Buckets Use of ICT	Educational Psychologist Dyslexia Screening (GL) Precision Teaching Fresh Start RWrlnc interventions Early Help Advisory Teachers Numbersense Use of ICT	Educational Psychologist ADHD checker Boxall Profile Draw and Talk CAMHS School Nurse Early Help Advisory Teachers Use of ICT	Educational Psychologist Fun fit Occupational Therapy Referral RNIB Bookshare (Easy Reader) School Nurse Early Help Advisory Teachers Multi sensory approach to learning Specialist equipment Use of ICT
Specialist	Speech and Language Therapy Educational Psychologist Alternative Provision Speech and Language Unit	Educational Psychologist Specialist provision/Outreach Moderate/Severe learning difficulties advisory teachers	Behaviour outreach CAMHS Play Therapy Educational Psychologist Counselling Alternative Provision Music/Art Therapy	Visual Impairment advisory teachers Hearing impairment advisory teachers Educational Psychologist Physio

NR: Highlighted words are for example only

Example of teacher toolkit for Quality First Teacher (Pedagogy on a page)

Pedagogy on a page				
Behaviour for Learning	Retrieval Practice	Modelling	Scaffolding	Independent Practice
Stop sign 1,2,3 transitions Expectation reminders 4 PS: Posture, position, pencil, paper Forest Family Points TTYP active 	Recap prior lesson Recap within lesson Recap over time Working walls Learning journey in books Low stake quizzes 	MT/OT/YT Think out loud Worked examples Another way Visual representation Success criteria 	Manipulatives/models WAGOLL Visual aids SEND specific Pre teach TTYP 	Your turn Showcase knowledge High expectations Self-marking/editing White boards Books 
Questioning	Feedback	Connection	Assessment for Learning	Linked Learning
Full responses Targeted success criteria ABC Deepening (closed/open) No opt out TTYP 	Purple pen responses Live marking Secretarial Whiteboards/verbal Questioning Rephrasing responses 	Advantage lens Positive relationships, Praise and value, knowing your pupils, Clear routines Trust Charter 	Show me /TTYP Whiteboards for misconceptions Helicoptering Questioning Focus children 	Small steps Clear end points Working wall Learning journey Cyclical planning Seize the opportunity 

Graduated Response Flowchart



At each stage of the graduated response, teachers should ensure that they are following the model of **Assess, Plan, Do, Review**. Making sure that the pupil and parent voice is captured and recorded through CPOMS, ISPs and any EHCP implementation planning. Further guidance can be found through local authority SEND toolkits:

[Torbay Graduated Response](#)

[Torbay Early Years Graduated Response](#)

[Devon Graduated Response](#)

[Devon Early Years Graduated Response](#)

[Cornwall Graduated Response](#)

[Cornwall Early Years Graduated Response](#)

- SEND support will be recorded on an Individual Support Plan (ISP) that will identify a clear set of expected outcomes, including specific and relevant targets, together with the personalised provision to enable the pupil to achieve these targets. Progress towards these outcomes will be tracked and reviewed termly by the class teacher with the parents and the pupil during Parent Consultations.
- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority (request for a Statutory Assessment) to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
- For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- If the application for an EHCP is successful a member of the Local Authority presides over a meeting with the relevant professionals involved with the pupil/family from health, social care and education. The parents and the pupil also attend. The meeting registers the views and aspirations for the child alongside the barriers the pupil is experiencing. The decisions reached at the meeting form the framework for the Education Health and Care Plan.
- An Education Health and Care Plan (EHCP) is reviewed annually. The annual review enables the provision for the pupil to be evaluated and, where appropriate, for changes to be made, for example to reduce or increase the level of support.
- Personal Budgets: Top-up funding allocated in Statements/EHCPs can only be used for in-school educational provision. When Statements of SEN are transferred to an EHCP (by April 2018) or when an EHCP is in place, the top-up element could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the local authority.

6. Managing pupils' needs on the SEN Register/SEN support

How will the curriculum be matched to my child's needs?

- We believe that all children learn best with the rest of their class. Our aim is for all children to be an active member of their class, with no ceiling on expectations placed on their learning.
- Our teachers plan using pupils' achievement levels and adapt.
- Work to further match the pupil's ability. When a pupil has been identified as having additional needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised intervention, equipment or resources.
- When considering an intervention, we look first at the pupil's needs in order that we can select the intervention which is best matched to the pupil. The purpose of intervention is to close identified gaps and is monitored closely by the relevant lead professional and overseen by the SENCo.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents at Parent Consultations. An Individual Support Plan (ISP) is reviewed each term. Targets are usually set by the class teacher and parents /carers are encouraged to contribute.
- At any time during the term parents can arrange an appointment to discuss their child's progress with the class teacher. The school office can facilitate this.

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How will you help me to support my child's learning?

- The class teacher may also suggest additional ways of supporting your child's learning at Parent Consultations, review meetings or by arranging a meeting with you.
- The SENCO may meet with parents of pupils on the SEND register to discuss how they can best support their child. This would normally be following assessment or at a review meeting.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and, if appropriate, the pupil themselves.
- Staff who administer medicine complete training and are approved by the school nurse as competent. All medicine administration procedures adhere to the Trust's Policy **Supporting Pupils Medical Conditions in School & Administration of Medicines** and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

7. What training do staff supporting children and young people with SEND undertake?

We aim to keep the Learning Academy Partnership staff up to date with relevant training and developments with regard to SEN and disabilities.

SEND and Inclusion Professional Development

- The Learning Academy Partnership believes that **Quality Teaching, through the Optimal Learning Approach**, is the first step to support all pupils including those with SEND. Professional development of the highest quality is provided through an ongoing cycle of monitoring and review and is personalised to individual staff and groups of staff
- All staff have access to regular SEND professional development and are able to apply for additional needs or Inclusion training where a need is identified either for an individual pupil or whole class, through the Appraisal process.
- Support staff are encouraged to extend their own professional development and have access to tailor-made training, where this is appropriate.
- SENDCOs in the Trust have regular ways to work together, including, as a minimum, Termly SENDCO Forums, as well as CPD and updates through Local Authority development.
- Schools reach out to wider professionals, including SALT, through the Local Authority.

How will my child be included in activities outside the classroom including school trips?

- Class trips are part of the Learning Academy Partnership curriculum and we believe they benefit all our pupils. No pupil is excluded from a trip because of SEN, disability or medical need.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- If a health and safety risk assessment suggests that an intensive level of support is required, in addition to the usual staffing ratios, school will implement this.

How accessible is the school environment?

The Learning Academy Partnership is committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

We are committed to taking positive action, in the spirit of the Equality Act (2010) with regard to disability and to developing a culture of inclusion, support and awareness within the academies. We are happy to discuss any individual access requirements.

We are committed to improving access to the physical environment of the academies, adding specialist facilities, if at all possible. This is school specific.

This list is non-exhaustive and our Accessibility Plan, that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, is available via each school's website.

8. Transition Arrangements

How will the school prepare and support my child when joining or transferring to a new school?

Admission arrangements for all pupils, is in accordance with National legislation, including the Equality Act 2010. This includes pupils with any level of SEN; those with Education Health and Care Plans and those without.

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits is provided in the summer term for pupils starting in September. These include home visits for pupils transferring to nursery/EYFS.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDco meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Transition within the school:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify key areas, the location of the toilets, coat pegs etc., to familiarise the pupil
- Opportunities have transition booklet with photos of key areas and people within the school.
- Transition arrangements can be tailored to meet individual needs.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website of the receiving school.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. The SENCo from the preferred secondary school is invited to the Annual Review.
- Parents will be encouraged to consider options for the next phase of education and the Learning Academy Partnership will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Enhanced transition arrangements can be tailored to meet individual needs. Accompanied visits to other providers may be arranged, as appropriate.
- For pupils transferring to local schools, the SENDcos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How is the decision made about how much support my child will receive?

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support will be discussed along with parents. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during Parent Consultations where Individual Support Plans are planned and reviewed

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy or concerned about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- A member of the Senior Leadership Team
- ~~The Headteacher~~

Appointments can be made through the school office.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academies.

9. Trustees

It is the statutory duty of the trustees to ensure that the Learning Academy Partnership follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The HUB Inclusion Portfolio Holder, member has regular feedback through Education and Advisory Committees.

10. Dealing with complaints

The Learning Academy Partnership works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

11. Equal Opportunities

The Learning Academy Partnership is committed to providing equal opportunities for all, regardless of race, faith, gender or and capability in all aspects of school. We promote self and mutual respect and a caring and inclusive, family attitude in our settings.

12. Support services for parents of pupils with SEN

DIAS

This service provides impartial information, guidance, support and training to parents/carers on any special educational needs and/or disabilities issues.

They can be contacted by telephone or email: Tel: 01392 383080 Email: devonias@devon.gov.uk
Their website address is: <https://www.devonias.org.uk/>

13. Devon's Local Offer

The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an EHCP and those who do not, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors.

Information regarding the Local Authority's Local Offer can be found at
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Additional information regarding the reforms and the SEN Code of Practice (2015) can be found on the Department for Education website: www.gov.uk/government/publications/send-code-of-practice-0-to-25