

## ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

### **Special Educational Needs and Inclusion Policy 2017/2018 Inclusion and Excellence**

#### **What do we want for our learners?**

It is the Trust's ambition that all pupils achieve their potential during their time at school. By providing children with the right level of challenge, support and encouragement we ensure that all learners access and experience all aspects of the curriculum. Our schools make learning active, inclusive and engaging whilst setting ambitious goals for individuals. We have high expectations of our pupils, and ourselves, to continually strive to be the best we can be.

#### **How do we ensure equality for all learners?**

We consider:

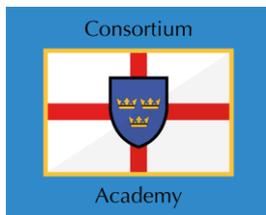
- The diversity of each pupil; his or her background, previous experiences, special interests and possible barriers to learning.
- The support that pupils with special educational needs and/or disability might require to fully access the curriculum.
- The challenge, support and facilities that higher achievers might need to ensure the curriculum fully meets their needs.

#### **How do we do it?**

**Higher Achievers:** Through curriculum innovation we look to provide the very best learning experiences for our pupils. For example pupils working at Greater Depth are provided in school with personalised web-based lessons from TUTE an online teaching organisation. This provides pupils with a curriculum designed to challenge them to think more deeply about their learning as well as the opportunity to discuss their ideas with other learners from across the Trust. Other excellence opportunities are designed for pupils throughout the year.

**Pupils with additional needs:** The SEND Code of Practice 2014 sets out statutory responsibilities with regard to pupils with special educational needs and/or disability. The Trust has produced an Information Report and Provision Map setting out how these responsibilities are met.

*Links to relevant policies and guidance can be found at the end of this policy document.*



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

## **1 Introduction**

The schools provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **2 Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

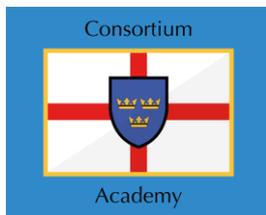
## **3 Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- ensuring children on the SEN register are given equal opportunity to take part in all school activities and to have equal access to positions of responsibility, such as sitting on the School Council.

## **4 Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

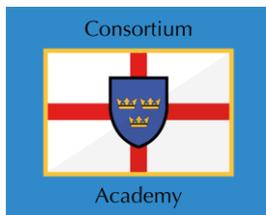
In our schools the Special Educational Needs Co-ordinator (SENCO), supports class teachers in the following activities:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the responses to children's special needs;
- maintaining the school's SEN register;
- producing and managing the records of all children with special educational needs;
- managing the school-based assessment for children with SEN and completing the documentation required by outside agencies;
- setting up links with parents;
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- maintaining links with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, linked to children with special educational needs;
- planning the timetable for SEN support and coordinating the use of teaching assistants' time for SEN support activities.

## **5 The role of the governing body**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. Through the Performance and Achievement Committee, the governing body receives regular reports from the headteacher on the progress of children on the SEN register and on the effectiveness of the intervention strategies.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

## **6 Allocation of resources**

The SENCO liaises with class teachers over the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs, or Education, Health and Care Plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The headteacher and SENCO liaise with class teachers to decide how to use funds directly related to statements, Education, Health and Care Plans and Higher Tariff Needs pupils and how to resource other areas of SEN provision in the school.

## **7 Assessment**

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teachers assess and monitor the children's progress in line with existing school practices, following guidance and support from the SENCO. The school has a range of diagnostic and screening materials to help identify needs and also a range of specialist materials to support intervention.

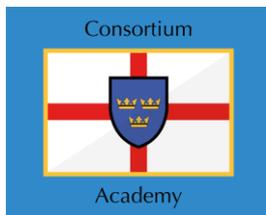
The SENCO is available to advise class teachers and (where necessary) parents when planning an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Schools use a five-stage model to respond to children's special educational needs:

- Stage 1: the class teacher identifies a need for discussion at termly Pupil Progress Meetings, or before when necessary;
- Stage 2: the SENCO is available to assist and guide the class teacher in gathering information, co-ordinating the provision in school and ensuring the teacher writes the child's School Support Plan in conjunction with the pupil and taking into account parental views;
- Stage 3: the teacher and the SENCO are supported by outside agency involvement;
- Stage 4: following advice from outside agencies an application may be made to the LA to consider the need for Education, Health and Care Plan and may order multi-disciplinary assessment;
- Stage 5: the LEA may issue an Education, Health and Care Plan.
- 

In rare circumstances, to enable them to progress with their learning, a pupil's special educational needs may require a curriculum that is entirely differentiated. These pupils would most likely be supported by additional staff, would at least be on



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

a School Support Plan with support from external agencies. Parents would be consulted at each stage of the process before a differentiated curriculum was put in place.

## **8 Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.

School Support Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. SSP's are 'live' documents that are available to all staff working with the children, they are written in pupil appropriate language and the children are encouraged to self identify any successes against their SSP targets.

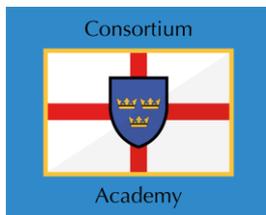
All children on the special needs register have an SSP. SSP's are drawn up by the class teacher in conjunction with the pupil and their parents/carers, and are reviewed regularly and are updated regularly, at least half-termly. The SENCO provides advice on the writing of an SSP, ensures they are reviewed regularly and that parents have been included in the creation and review of the targets and how they can support their child to achieve them.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible pupils are provided with support within the classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with parents**

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. Links to relevant information along with our SEND Information Report can be found at the end of this document.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

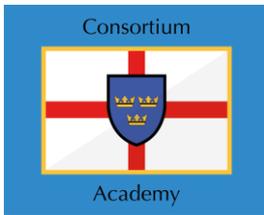
## **10 Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Link to policies:

- Behaviour and Inclusion Policy
  - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Behaviour%20and%20Inclusion%20Policy%20April%202017v2-56709.pdf>
- Curriculum
  - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Curriculum%20Policy%20-%20December%202016-93641.pdf>
  -
- Single Equality Scheme Framework
  - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Single%20Equality%20Scheme%20Policy%20-%20December%202016-98466.pdf>
- SEND Information Report and Provision Map
  - Refer to School and Trust website



# ***The Consortium Multi-Academy Trust***

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01986 835670

## **Document Control**

### **Changes History**

<b>Version</b>	<b>Date</b>	<b>Amended By</b>	<b>Details of Change</b>
2	11.6.17	Tamsin Little	Please see highlighted red sections

## **Approval**

<b>Name</b>	<b>Job Title</b>	<b>Signed</b>	<b>Date</b>
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	29/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	29/12/2016

## **Equality Impact Assessment**

<b>Date</b>	<b>Name</b>	<b>Details</b>

**END OF DOCUMENT**