



Special Educational Needs & Disability Policy

This policy will be reviewed annually

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1. Introduction

At all our schools within Spring Trust, children with 'Special Educational Needs and/or Disabilities' (SEND) are given every opportunity to achieve and reach their potential.

All leaders are leaders of SEND and all teachers are teachers of SEND. They ensure all children with SEND are equally valued, can flourish and feel safe; and are committed to work in partnership with parents in order to achieve this. We strive to ensure that all pupils are fully included in all aspects of school life. All children in our care, including those identified as having SEND; have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. At Spring, we value and respect personal qualities and the needs of individual pupils within our schools. We are passionate about providing a safe, secure but challenging learning environment where all children feel confident and able to grow and develop regardless of their special needs or differences.

We understand that some children may require more support than others. If all children are to achieve their full potential, we must recognise this and plan accordingly. Children may have SEND throughout or at any time during their school career. Our policy ensures that the curriculum planning and assessment for children with SEND takes into account the type and extent of the difficulty experienced by the child. Some of these children may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

At Spring we ensure our sites are fully inclusive and accessible to all and provide disabled facilities for those who require it.

2. Overview of legislation underpinning our SEND Policy and practice

This policy will have due regard to legislation, including, but not limited to:

- The SEND Code of Practice: 0 to 25 years, July 2014, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989
- Teachers Standards 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- It will also take into account statutory and non-statutory related guidance, including, but not limited to: Supporting Children with Medical Conditions, Keeping Children Safe in Education and Working Together to Safeguard Children.
- School Accessibility Plan
- Trust Behaviour Policy
- Trust Supporting Pupils with Medical Needs Policy

Definitions from Code of practice:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.*

The code states that:

"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

3. Our Aims

Our schools within the Trust aim to be inclusive; actively seeking to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children and to raise the aspirations and expectations of all learners.

This means that equality of opportunity must be a reality for all our children. We do this by having clear guiding principles that we actively put into practice and commit to with genuine dedication.

Guiding principles

Spring Trust:

- Is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for pupils with special educational needs.
- Accepts that some pupils have special educational needs that will range in severity and in origin either throughout, or at some time during their primary careers, and that these needs must be addressed and provided for in a wide variety of ways.
- Accepts that all pupils, including children with special educational needs, should have an entitlement to, and the greatest possible access to, a broad and balanced education, when it is suitable
- Accepts that when suitable and appropriate, pupils with special educational needs should be integrated fully into all aspects of our schools, and this should be done without stigma, prejudice or discrimination.
- Follows the agreed guidelines in the SEND Code of Practice. The Trust accepts that in order to identify, assess and provide effectively for pupils' special educational needs, there should be

the greatest possible degree of partnership between school staff, the Trust, and other outside agencies.

- Will have full regard to the views of the parents and the child.

Principles into practice: A Trust wide approach

Putting the general principles into practice necessitates that all leaders, teachers, support staff and pastoral staff have a role to play in meeting the special educational needs of our pupils. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them to fruition:

- An assurance that pupils with SEND receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that is adapted when appropriate (Adaptive Teaching) and may also include effective differentiation. This allows all pupils to access learning in a safe and happy environment, supplemented by effectively targeted interventions.
- An assurance that parents/carers of pupils with SEND are fully informed of their child's progress, support and interventions. Teachers and Assistant Headteachers for Inclusion work with parents to ensure effective monitoring and reviewing of needs.
- A curriculum that is adapted where necessary to meet individual needs and interests.
- Appropriate resources and equipment provided where need is identified.
- Some pupils with SEND may need an enhanced level of provision. Extra support, time and attention will be provided when needed. This is decided through the Assess, Plan, Do, Review process in line with the Bromley Local Offer.
- A robust process for evaluating the effectiveness of interventions is in place.
- Positive environments and organisation of learning spaces.
- Staff and pupils have positive attitudes towards SEND.
- Consistent identification and assessment procedures.
- Advice, support and training from specialist teachers and external agencies engaged in working with children with special educational needs and/ or disabilities.
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a pupil's provision.
- Staff have a strong understanding of SEND, and their educational, social and personal implications.

As part of Spring Trust: all our schools will actively...

- Work within the guidance provided in the current SEND Code of Practice
- Ensure any discrimination or prejudice is addressed and eradicated
- Identify barriers to learning and participation, and provide responses appropriately to address these, which may include continuing professional development opportunities for staff
- Ensure all pupils have access to a broad, balanced and ambitious curriculum with appropriate adaptations implemented where necessary, providing challenge and support
- Recognise, value and celebrate pupils' achievement, however small
- Work in partnership and co-production with parents/carers in supporting their child's education
- Guide and support all school staff, Parent Council members, Trustees and families with inclusion
- Operate a child-centred approach to the management and provision of support for children with SEND

- Provide a dedicated SEND Coordinator (SENCo) responsible for the children within a particular school who will work within the SEND framework of the Code of Practice. In Spring schools, the Assistant Headteacher for Inclusion is the designated SENCO for the setting.

A full list of the Assistant Headteachers for Inclusion and the school they work in is provided in Appendix 1.

4. Identifying Special Educational Needs

“Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (SEND Code of Practice 2014, 6.15)

At Spring, we recognise the importance of early identification of needs to ensure that children within our schools are able to reach their full potential. Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs.

There are 4 broad categories of need outlined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Mental Health
- Sensory and or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition/Disorder, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools have clear processes to support children and young people, including how they will manage the effect of any behaviour so it does not adversely affect other pupils. The Trust Behaviour Policy outlines the support and approaches of all Trust schools in reference to this.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification is not to fit children into one of these categories but to work out what action the schools need to take in order to address a child's particular needs. Our staff work closely with parents/carers, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child.

Spring Trust recognises that other factors, as well as SEN, may also impact on progress and attainment for children within our schools. Such things as:

- Disability, including some medical conditions (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (any child with English as an additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour difficulties unless these are an underlying response to an additional need.

5. The School SEND Information Report

All schools and academies must publish a SEND Information Report on their website. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEND and involving them in their child’s education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school.

6. A Graduated Approach to SEND Support

Staff across the schools within Spring have high levels of skills, knowledge and expertise in providing first class education for all children, regardless of need. The Trust believes in a graduated approach to SEND.

High quality teaching, with adaptations where necessary and differentiated for individual children, is the first step in responding to pupils who may have SEND before they are put onto the SEND register. If a child continues to have difficulties or to make inadequate progress, a referral is made to the dedicated SENCo for more specific and individual support. At this point a child will be placed on the SEND register at SEN support level and parents will be informed.

The graduated approach refers to whole class strategies, group interventions or more personalised individual interventions. These are outlined in each school's SEND Information Report.

Parents should always be contacted and consent obtained before any referrals to external agencies are made.

Teachers are responsible and accountable for the progress and development of every child in their class, including children accessing support from teaching assistants or specialist staff.

As a Trust we regularly and carefully review the quality of teaching for all children within our schools, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' and support staff's understanding of effective practice and deepening knowledge of the SEND most frequently encountered.

At Spring, we firmly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to make special educational provision, beyond Quality First Teaching principles, is made by the dedicated Assistant Headteacher for Inclusion in partnership with other members of the school leadership team.

The teacher and Assistant Headteacher for Inclusion consider all the information gathered from within the individual school about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative and summative assessments, using effective tools and early assessment materials.

For children with higher levels of need, the individual school works closely with external agencies and professionals through regular provision meetings, reviews and to create reports, whereby targets and outcomes are explored. The Trust encourages parents and children to contribute to these meetings as we believe it is important to gather a picture of the child as a whole and leads to more holistic support being offered.

Despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, where the child has not made expected progress, the setting will consider requesting additional funding resources. This is actioned through a Funded Inclusion Plan or for a statutory assessment through Education, Health and Care needs assessment as set out in the SEND Code of Practice (2014).

The SEND register is regularly reviewed (at least termly) and children no longer requiring additional support will be removed from the register. It is important to Spring Trust that the SEND registers reflect the level of need within the individual schools and that children do not remain on the register if they no longer have additional needs warranting provision beyond Quality First Teaching.

Once a child has been removed from the register they can be re-registered at any time, if their needs change.

Specialist Provision

Within Spring we have one Additional Resourced Provision and SEN Unit called The Treehouse Centre, which is located within Midfield Primary School. As part of their school week the children have access to a multisensory curriculum that encompasses a nurturing environment. All of the children in The Treehouse Centre have an opportunity to integrate with their mainstream peers when suitable and when well-managed opportunities arise. Children who attend the provision have been through a consultation process through London Borough of Bromley (LBB) and it is LBB who are responsible for placing pupils in the provision as they are the admissions authority for the specialist classrooms. Spring Trust do not have the authority to place children within the provision.

7. The Local Offer

All local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

8. Supporting Children and Families

Spring Trust values the contribution and support from parents/carers and recognises the importance of working with parents/carers to support children with additional needs. The individual school websites have a detailed SEND section, which include the local offers, and are regularly updated.

We also regularly work with a variety of external agencies including: ISAT (Inclusion Support Advisory Team- Bromley Local Authority) Community Paediatrics, CAMHS, Social Care, Early Help/Bromley Children's Project, Special Educational Needs/Disabilities Advisory Team, Counsellors, Bromley Schools Well-Being, Occupational Therapy, Health Visitors, School Nurses, Speech and Language Therapists and more. This allows us to ensure that we are able to provide or to signpost the best possible support for children and families.

9. Admissions

Schools accept admissions throughout the year dependent upon numbers on roll.

Children with EHC plans are considered in collaboration with the Local Authority SEND team. For full details on the admissions process, please see the Admissions Policy or contact the individual schools directly.

10. Accessibility

Through regular training and high-quality teaching, barriers to learning can be quickly identified, minimised and removed. When children with potential access difficulties start school, the Assistant Headteacher for Inclusion works closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child. Delivery of information to both parents and children is adapted, as necessary, on an individual basis.

Spring Trust, encompassing all its schools, is developing a positive approach to all children including the use of personalised provision maps, increased visual and non-verbal information, including visual timetables and instructions, and modifications to the classroom environments.

Parents/carers are also able to access written information through alternative means if requested. For further information on accessibility, please see the Trust Accessibility Policy.

11. Supporting Children with Medical Conditions

Spring Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have an Education Health and Care plan (EHC) which brings together health and social care needs, as well as their special education provision, please see the Trust Supporting Pupils with Medical Needs Policy.

12. Complaints

At Spring Trust, we have policies in place that aim to resolve problems swiftly, fully and efficiently, at the earliest opportunity. For further information, please see the Trust Complaints Policy.

13. Policy Review and Evaluation

This policy will be reviewed annually and checked for continuing relevance against any statutory requirements and Local Authority advice.

APPENDICES

Appendix 1 – Spring Trust Contacts

Named Assistant Headteacher for Inclusion / SENDCo	School	Contact
Stephanie Larkman	Hayes Primary School	Tel: 0208 462 1769 Email: admin@hayes-pri.bromley.sch.uk
Lisa Brooks/ Jess Major	Midfield Primary School	Tel: 0208 300 6161 Email: admin@midfield.bromley.sch.uk
Sarah Eede	The Treehouse Centre at Midfield Primary School	Tel: 020 8300 6161 Email: admin@midfield.bromley.sch.uk
Shanel Kaplan	Leesons Primary School	Tel: 01689 602786 Email: admin@leesons.bromley.sch.uk
Tanya Artmann	St Mary Cray Primary Academy	Tel: 01689 826081 Email: admin@st-marycray.bromley.sch.uk
Jacqui Brown	Elmstead Wood Primary School	Tel: 0208 857 1504 Email: admin@elmsteadwoodprimary.co.uk

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