



Special Educational Needs and Disabilities Policy

Review Date:	Spring 2022
Next review Date:	Spring 2023
Person in Charge:	Headteacher
Governance	Chair of Governors

A handwritten signature in black ink, appearing to be 'D. S.', is written below the text 'Chair of Governors'.

Northern Lights Learning Trust

Signed off by: Chair of MAT Board

Date from: Spring 2022

Review Date: Spring 2023

Pastoral Care/Spiritual Development

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

Introduction

- This document is a statement of the Aims, principles and strategies for teaching and learning at any school within Northern Lights Learning Trust.
- This policy should be viewed in conjunction with Policy for Inclusion Policy for Teaching and Learning and Policy for Safeguarding, Single Equality Duty [2010] and Action Plan, Confidentiality and Data Protection [1998], Reasonable adjustments for disabled pupils (2012), Supporting pupils at school with medical conditions (2014) Disability policy, Admission Policy, KCSIE [2020]
- This policy has been developed in accordance with the SEND Code of Practice [2014] and any further updates which are lawful [ie Single Equality Duty 2010], for the identification and assessment of SEND.
- This policy also follows the guidance associated with The Children and Families Act (2014) and its associated regulations including Special Educational Needs and Disability Regulations (2014), Special Educational Needs (personal budget) Regulations (2014) and The Order setting out transitional arrangements
- This policy is specifically referred to in the Funding Agreement of the Academy on conversion [2012] and has been approved by the Secretary of State.

Within Northern Lights Learning Trust, all children are given the best opportunity to flourish and develop. Children who are vulnerable will be particularly monitored and progress tracked in all elements of their development to ensure that they receive the best opportunities to thrive.

Children who are vulnerable will be identified and supported according to their individual need. Safeguarding arrangements will be considered if applicable and procedures followed to protect our most vulnerable children.

What is Special Educational Needs?

A child has ***special educational needs*** if they have a ***learning difficulty*** which calls for ***special educational provision*** to be made for them.

A child has a ***learning difficulty*** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- is under five and falls within the definition at either or both the above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area
- for a child under two, educational provision of any kind.

[Education Act 1996, Section 312]

AIMS:

OUR AIMS IN TEACHING are that:

- all children are entitled to a broad and balanced curriculum where tasks are matched to children's needs.
all children will have learning opportunities to extend their knowledge, understanding and skills
- these opportunities will promote independence and self-motivation, they will develop individual talents and raise self-esteem for all children.

Principles of the SEND Code of Practice, 2014

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Principles of the SEND Policy:

There are 3 principles that are essential to developing a Special Needs and Disability Policy, providing an inclusive curriculum:

- setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in and achieve in lessons fully and effectively.
- overcoming potential barriers to learning and assessment for individuals and groups of children ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that appropriate support can be given.

Therefore, within Northern Lights Learning Trust we believe that in pursuit of our aims we will:

- ensure that any child's special educational needs are identified early through ongoing assessment
- make provision for a broad and balanced curriculum for all children

- plan appropriate work that is matched to individual children's needs.

- provide good management of resources, including staff, to ensure all children's needs are met
- regularly review progress, taking into account the views of the child, parents and professionals involved in line with statutory guidance.
- take into account the wishes of the child concerned, in the light of their age and understanding
- work in partnership with parents and take into account the views of individual parents in respect of their child's particular needs
- ensure there is close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues as set out in the code of practice (2014)
- encourage and praise all pupils to develop a positive self-image

Roles and Responsibilities:

Local Governing Body:

In conjunction with the Headteacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint a SEND link governor to take particular interest in and closely monitor the school's work on behalf of children with special educational needs.
- on an annual basis report to parents on the special educational needs provision in the school, through their website - SEN Information Document.

The headteacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's Inclusion Manager/SENDCO.

The Inclusion Manager/SENDCO will

- work closely with the Headteacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day to day operation of the school's SEND policy.

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- have responsibility for co-ordinating provision for pupils with special educational needs through the targeted organisation of intervention.

have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.

- advising and supporting other practitioners in the setting.
- ensuring that appropriate IEP's and other targets are in place.
- ensuring that relevant information about individual children with special educational needs and disabilities are collected, recorded and updated.

The teaching and non-teaching staff will:

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service and Teacher Standards.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum and assessment.
- take specific action to provide access to learning, for pupils with special educational needs and disabilities, working closely with representatives of other agencies who may be supporting the pupil, by:
- providing for pupils who need help with communication, language and literacy planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Identification of Special Educational Needs: [as identified in the Code of Practice]

Within Northern Lights Learning Trust, we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin any of our schools with an Education, Health, Care plan
- are in the process of being assessed with regard to an Education, Health, Care plan, when they begin Northern Lights Learning Trust.
- have been identified as having a special educational need in a previous school or early years setting.

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- are experiencing communication and interaction difficulties significantly greater than the majority of children of the same age.
- are experiencing learning difficulties [cognition and learning] significantly greater than the majority of children of the same age.
- are experiencing emotional, behavioural and social difficulties.
- have a physical disability or sensory difficulty which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.

N.B. children for whom English is a second language do not necessarily have a special educational need. To help identify children who may have special educational needs, Northern Lights Learning Trust will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment.
- the outcomes from standardised assessments.
- progress against age appropriate objectives
- the child's performance against the level descriptions within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools.

At Northern Lights Learning Trust, we will be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

In order to help all children who, have special educational needs, Northern Lights Learning Trust, will adopt a graduated response that encompasses an array of strategies, recognising a continuum of special educational need and disabilities.

The school will adopt and closely follow the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code shall be regarded;

- The school will provide an offer of SEND provision outlining, on their website, the skills and support that the school can offer children with SEND.
- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes and these should be reviewed in full cooperation with all professionals supporting the child.

Remote Learning

Remote learning at Benedict Biscop C.E Academy will be provided via Showbie and MS TEAMS.

Children will be provided with the same curriculum remotely as in school wherever possible and appropriate. However, some adaptations may be required in some subjects. For example, Physical Education sessions may focus on key skills rather than specific games like hockey, as we are aware that families may not have access to specialist resources at home.

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At Benedict Biscop we will provide a combination of both 'real time'/'live' lessons, videos, quizzes and activities. Lessons will follow the same elements of the effective teaching. They will build on the pupil's prior learning. Teachers will choose the most effective methods of delivery to enable them to best explain key concepts for pupils with SEND needs, personalising learning activities, resources and instructions to meet specific needs.

Children will receive feedback on all their learning. On Showbie feedback can be provided verbally and in written fashion, again supporting the needs and abilities of different learners.

We recognise that some pupils with specific needs or difficulties may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- provide differentiated learning support and tasks
- provide work linked to a pupil's specific targets and areas of development
- send home additional support resources
- provide live intervention sessions via MS TEAMS
- arrange/co-ordinate intervention from specialist services/agencies
- provide provision on site for pupils identified as vulnerable e.g. with an EHCP

Signed

Signed

Chair

CEO

Benedict Biscop CE Academy

REGISTRATION of children identified as having a Special Educational Need:

The Inclusion Manager/SENDSCO will be responsible for maintaining 3 registers;

- **SPECIAL EDUCATIONAL NEEDS REGISTER**
Class SEN files will have a copy for the class teacher.
- **CLASS REGISTER**
This will be written by the Inclusion Manager/SENDSCO taking information from the School Register, the class teacher is responsible for the day to day recording. It also contains the names of children "Giving Cause for Concern."
- **MEDICAL REGISTER (see Appendix 1)**
This will be updated by the Inclusion Manager annually. The class teacher should record all new conditions which are brought to their attention either by a letter, a telephone call or by parental interview.

Benedict Biscop CE Academy

MEDICAL REGISTER

(Appendix 1)

Children in Benedict Biscop CE Academy, who have medical problems will not automatically be placed on the School's Special Needs Register unless they have a Education Health Care Plan for their medical needs or their condition is significantly enough to affect learning achievement. Children in school who have medical problems will be placed on the School's Medical Register.

A form is given to parents to complete, before their child enters Benedict Biscop CE Academy, giving significant medical details. This will be regularly updated.

All information will be transferred from the Medical Register to an individual class record by the Inclusion Manager. The class teacher is responsible for:

- the update of this medical record, a copy of which is held in the SEN Class File;
- transferring the information to the Inclusion Manager
- filing all letters about medical conditions in the child's personal file, held in class filing cabinets.

Any child who has an inhaler in school will have an * next to their name.

The class teacher must consult this form for allergies, if using food and materials in school etc., or on out of school activities, in which case he/she should carry the medication required.

There is a medical file in the office, which holds emergency references for every child, in case they may require hospital treatment.

There is a medical file in the office, containing the emergency procedures which have been agreed by the Governors, the headteacher, the parents and medical advisors, in case emergency medical treatment should become necessary for a particular child.

Any child in this register has an individual medical plan, which is kept in the Medical Register file, a copy of which is in the class SEN file.

It is the responsibility of each member of staff to familiarise themselves with such information.