



The Athelstan Trust

SEND and Learning Difficulties Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
May 2019	Board	23/5/2019	May 2022	Yes

Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities.

The Athelstan Trust is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Each school within the Trust values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. Each school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for each school as a whole. All teachers are teachers of students with SEND. The Board of Trustees, the Local Governing bodies, Headteachers, SENCOs and all other members of staff have important responsibilities. Each Local Governing Body reports to parents/carers on the effectiveness of their school's work on behalf of children with SEND through the Access Plan and the Information Report which is updated annually and is available on each school's website. (The Information Report should be read in conjunction with this Policy and Procedures).

1. Definition of Special Educational Needs

1.1 "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Section xiii of *SEND Code of Practice, Jan 2015*).

1.2 "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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (*SEND Code of Practice, Jan 2015: xiv*)

1.3 "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition" (*SEND Code of Practice, Jan 2015: xviii*)



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1.4 Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.5 Definition of Special Educational Provision

- “For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools” (SEND Code of Practice, Jan 2015: xv)

2. Objectives of the SEND and Learning Difficulties policy

Specific objectives of our SEND and Learning Difficulties policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities can join in with all the activities of each school within the Trust.
- To ensure that all learners make the best possible progress.
- To ensure that parents/carers are informed of their child’s special needs and that there is effective communication between each school and parents/carers.
- To ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

3. Admission Arrangements

3.1 Each Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities.

3.2 Parents and carers seeking the admission of a student with mobility difficulties are advised to approach the appropriate school well in advance so that consultations can take place. Each school has an Accessibility Strategy.

4. Review of the SEND and Learning Difficulties Policy

4.1 The success of each school’s SEND and Learning Difficulties policy will be judged against the objectives above.

4.2 The annual report to each school’s Local Governors will detail the implementation of the policy and the effectiveness of the provision made for the students.



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1.. Management of Special Educational Needs and Disabilities

1.1 The named SEND co-ordinator for the school is Mrs Jessica Abel-Goldbin.

1.2 The SENDCo has responsibility for:

- Day to day operation of the SEND and Learning Difficulties policy
- Co-ordinating provision for students with SEND, particularly through EHC Plans and students in the SEND Support category
- Liaising with and advising fellow teachers
- Managing the SEND team and Learning Support staff
- Overseeing records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority support and educational psychology services and health and social services

1.3 The Learning Support Faculty is line managed by the Executive Headteacher, Tim Gilson.

1.4 A member of the governing body, Mrs Sue Poolman, takes an interest in SEND although the governing body as a whole is responsible for making provision for students with special educational needs and disabilities.

2. Allocation of Resources

2.1 The school is allocated a sum of money each year to meet the needs of all children with learning difficulties and this is funded from the school's delegated budget for SEN. However, for children with more severe needs who have EHCPs, individual funding is allocated by the Local Authority to each child from their high needs funding budget

Some students with additional needs are allocated ELP (Enhanced Learning Provision). This is used to fund Teaching Assistants to work with the student with this provision. The overall budget for Learning Support varies from year to year and a detailed breakdown can be requested from the school.

The funds allocated are used to fund teaching staff, teaching assistants and resources used for learning. Students with special needs have access to the full range of the school's facilities.

2.2 Some staff in the Learning Support Faculty have postgraduate qualifications in SEND. Jessica Abel-Goldbin has been awarded the National Award for SENCO (NASENCO) and has a Post-Graduate Certificate in SpLD/Dyslexia. She is also qualified as a specialist teacher and assessor for students with dyslexia and has the AMBDA (Associate Member of the British Dyslexia Association) accreditation. Corinne Clawson (Joint Deputy SENDCo) has been awarded the Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPPA). Scott Mitchell (Joint Deputy SENDCo) started the PAPPA qualification in January 2019. Debbie Riall is the Athelstan Trust ASC Specialist Advisory teacher. She works part time across the schools in the Multi-Academy Trust (MAT), supporting students, parents and staff.



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2.3 All staff assigned to teach in Learning Support have been trained on how to teach our spelling, reading and literacy programmes in order for students to achieve maximum progress.

3. Identification and Assessment

3.1 The school is committed to early identification of special educational needs and disabilities in line with the Code of Practice 2015 which states, “The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person” (SEND Code of Practice, 2015: 6.14)

3.2 According to the SEND Code of Practice, 2015, the four broad areas of need are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory and/or Physical Needs (6.34)

3.3 The school is committed to planning interventions for each of these needs and, “The purpose of identification is to work out what action the school needs to take” (SEND Code of Practice, 2015)

3.4 The school carries out the following actions:

- The SENDCo attends all Year 5 and Year 6 transfer Annual Reviews in feeder primary schools.
- All Year 6 students and staff are visited in their primary school by the Senior Pastoral Leader for Year 7 and a member of the Learning Support Faculty.
- Two induction days are held for all students prior to entry. Parents are invited to share any concerns with the SENDCo during the parents’ evening following these induction days.
- Additional visits to the school are arranged by the SENDCo for students with Education, Health and Care Plans (EHC Plans).
- Use of records from primary schools (for example, relevant data, My Support Plans, IBPs, PSPs, EHC Plans, external agency reports) which are vital in the identification and assessment of students.
- All Year 7 students on incoming SEND Provision maps are tested with the Suffolk reading test and the Vernon spelling test. Some students are given the Corrective Reading placement tests. CAT tests are administered in the first half term of Year 7.
- Data is made available for all staff to aid groupings, short and long term planning, provision and target setting for staff/students and Learning Profiles (LPs).
- The SENDCo (or a member of the Learning Support Faculty) consults with parents regarding any additional/separate provision planned for SEND students.
- Parents’ Consultation Surgeries and Parents’ Evenings act as a forum for initial concerns and feedback from parents.

3.5 Every effort will be made to ensure that all teaching and non-teaching staff are fully aware of the school’s SEND and Learning Difficulties policy and the school’s procedure for identifying, assessing and making provision for students with SEND.

3.6 The school’s SEND Provision Map, all student Learning Profiles and standardised test results are accessible via the school’s secure ICT resource network.

4. Support for students with Special Educational Needs and Disabilities.



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4.1 For most students, extra help will be provided within the classroom, managed by the subject teacher. Some additional support may be provided in the classroom by Teaching Assistants.

4.2 Where support involves spending some time outside the classroom, it will be in the context of the inclusive curriculum.

4.3 The inclusive curriculum will be based on the principles of:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning.

4.4 The appropriate level of intervention is determined by student needs in a graduated approach with four stages of action: assess, plan, do, review. As the Code of Practice, 2015 states:

“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should 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. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people” (6.44)

4.5 Learning Profiles (LPs) will be written for students at Wave 3 and for students with EHC Plans. They will include:

- Specific information about the student's SEN and/or disabilities
- The student's strengths
- Suggested teaching strategies
- The provision to be put in place
- Main outcomes (long term/short term)

4.6 All staff have a responsibility to make themselves aware of student targets and for building planning into their teaching to help students achieve their targets.

4.7 All teachers are aware that they are “responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (Code of Practice, 2015).

5. Categories of SEND

There are 3 categories under which students receive support if they have an identified SEND – these are:

- Education, Health and Care Plan
- SEND Support – Wave 3 and Wave 2
- Wave 1

5.1.1 Monitoring: Wave 1

- Students who may require differentiated work in some subjects are monitored by the Learning Support Faculty. Students who are monitored in this way do not receive specialist intervention but are known to the Learning Support Faculty.



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- Wave 1 students' needs are stated on our SEND Provision Map
- Wave 1 students' needs will be met through the fully inclusive environment of the classroom and through Quality First Teaching

5.1.2 If there is some concern that a student is showing signs of below average progress:

- Information will be collected from the student, parents and staff
- SENDCo or a member of the Faculty will ensure all staff involved with the student will be informed of any SEND via the SEND Provision Map.
- Progress will be monitored and reviewed half yearly.
- A meeting will be held with the SENDCo or a member of the Faculty and parents/ carers

5.1.3 Roles and Responsibilities

- The tutor takes the lead pastoral role in monitoring progress on a day-to-day basis using the school's monitoring systems which provide regular information.
- Learning Support monitors specific progress half yearly.
- Subject teachers provide necessary differentiation and Quality First Teaching within the normal curriculum framework.

5.2. SEND Support Category

5.2.1 Following the introduction of the new Code of Practice from June 2015, students in the SEND Support category receive specialist intervention that is additional to or different from others of the same age.

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

If there is concern that a student is failing to make adequate progress and that the attainment gap with peers is widening, then the school will follow an 'Assess, Plan, Do, and Review' process (called the Graduated Approach):

- **Assess:** all relevant information will be assembled and further assessments undertaken when needed.
- **Plan:** parents will be informed and given the opportunity to discuss and contribute to the plan.
- **Do:** A programme of study designed to improve the identified areas of difficulty will be implemented.
- **Review:** procedures for monitoring will be agreed and a review date set.

5.2.2 SEND Support: Wave 2

- The needs of and provision for our Wave 2 students are stated on our SEND Provision Map
- Wave 2 students receive at least one intervention additional to or different from other students (detailed in our SEND Provision Map of Intervention)
- Parents of Wave 2 students will be invited to review their child's progression three times a year

5.2.3 SEND Support: Wave 3 ('My Support Plan')

- Wave 3 students are (according to Wiltshire County Council guidelines):



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- Failing to make adequate progress despite support
- Having involvement from outside agencies
- Students we are gathering evidence for a request for an EHC Plan (My Plan) assessment
- Wave 3 students have a Learning Profile detailing their specific needs and provision
- Wave 3 students require a personalised learning programme (detailed in our SEND Provision Map of Interventions)
- Parents of Wave 3 students will be invited into school at least three times each year as part of the 'My Support Plan' review process.

5.2.4 If there is still a concern that a student is failing to make adequate progress and that the attainment gap with peers is widening, despite support levels being increased and targeted programmes of study being followed, then a review meeting will take place to:

- Consult parents and students.
- Seek advice from outside specialists, including educational psychologists and specialist support teachers.
- Update the Learning Profile (LP) and/or refer the student for an EHC Needs Assessment, if appropriate.

5.3 Roles and Responsibilities

5.3.1 The Learning Support Faculty takes a lead role in co-ordinating provision and formulating the programme of study. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing curriculum access, although in-class support will be allocated when appropriate as far as possible. The Learning Support Faculty will monitor and review the effectiveness of the programme of study and student progress. The Learning Support Faculty will work with parents and students and, together with relevant outside specialists (from, for example, Speech and Language Therapy, Educational Psychology, Information Communication Technology (ICT) adviser, Hearing Impairment, Visual Impairment Sensory Impairment or medical services) will monitor and review the effectiveness of Learning Profile and student progress. Debbie Riall also supports students, parents and staff.

5.3.2 Education, Health and Care Plan (EHC Plan)('My Plan')

- The Local Authority will issue an EHC Plan when a student's level of need is either so complex or so severe as to require further action. As a result, the number of students with EHC Plans is very low. The EHC Plan is monitored annually by the Local Authority through the Annual Review process.
- SEND Lead workers (allocated to the student by the Local Authority) are in charge of the conversion from statement to EHC Plan.
- The role of the SEND Lead worker is to be the single point of contact who will help liaise between external agencies and get to know the student well over the years.
- EHC Plan students have a Learning Profile detailing their specific needs and provision for relevant staff.
- EHC Plan students require a personalised learning programme (detailed in our SEND Provision Map of Interventions).
- Parents of EHC Plan students will be invited into school annually for the formal annual review. In addition to this, frequent communication will be made between school and parents.



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5.3.3 Requesting an assessment for an EHC Plan

- “A request is likely to happen where special educational provision currently being made for them by...school...from their own resources, is not enabling the child or young person to make adequate progress” (Code of Practice, 2015: 4.57)
- Parents who feel their child requires an EHC Plan need to contact the SENDCo in the first instance. The SENCO will guide and advise parents on the EHC Plan assessment process.

5.3.4 SEND Lead Workers

Students with an EHC Plan and those at Wave 3 who we are applying for a statutory assessment will be assigned a SEND Lead Worker by County to support and advise the family. They will:

- Act as a single point of contact for the child/ family
- Keep practitioners focused on the child/ family
- Empower the child/young person/ family to make decisions and be heard
- Coordinate actions agreed by practitioners and the family and avoid potential duplication.

6. Review of Learning Profiles

6.1 The Learning Profile will be reviewed at each ‘My Support Plan’ meeting or annual review and will be amended as and when necessary.

6.2 Professionals will be invited to contribute to the monitoring and review of progress.

6.3 Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

6.4 For students with EHC Plans, in addition to the review of Learning Profiles, their progress and the support outlined in their EHC Plan will be reviewed annually and a report provided for the Local Authority.

6.5 If a student makes sufficient progress they will be classed as reaching ‘stability’ and the EHC Plan may be discontinued by the Local Authority.

6.6 The school will liaise with our Career’s Advisor and other agencies to arrange Transition Plans for students with EHC Plans in Years 9-13 and will ensure that these Transition Plans are reviewed annually as part of the ‘My Plan’ review process.

6.7 The SENDCo is responsible for organising reviews of EHC Plan students and ‘My Support Plan’ reviews for students in the SEND Support category. Parents of students in the SEND Support category are encouraged to meet with Learning Support staff three times a year during specific dates offered, Parents’ Evenings and Parent Consultations.

7. Access to the Curriculum

7.1 All students have the entitlement to a broad, balanced and relevant curriculum.

7.2 All students with SEND are taught with their peers in mainstream classes by subject teachers and study the appropriate curriculum.



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7.3 All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching and to strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment

7.4 With advice and the support of the SENDCo, staff in the Learning Support Faculty and outside professionals, teachers will strive to match the learning to the needs and abilities of the students.

7.5 Teachers will use a range of strategies to develop the students' knowledge, understanding and skills.

7.6 Teachers refer to the SEND Strategies Toolkit for further support in how to meet students' specific educational, emotional and behavioural needs.

11.7 Where appropriate, materials will be modified or support provided to enable students with SEND to access the learning or the assessment processes.

7.8 All students on the SEND Provision Map are screened for Access Arrangements (in Year 9) using the LUCID Exact screener. Depending on the Standardised Scores generated by this screener and teacher/TA evidence, further testing may be necessary. Parents are advised to refer to the separate 'Access Plan' document that clearly explains our school procedure for Access Arrangements.

8 . Access to the wider curriculum

8.1 In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning – geography, history and science
- Exchange visits to France, Spain and Germany
- Clubs reflecting a diversity of interests

8.2 Staff will strive to ensure equal access to these activities for all students.

9. Monitoring and evaluating the success of the education provided for students with SEND

9.1 The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work.

9.2 The school employs a series of methods to gather data for analysis including:

- Student Voice
- Observation of teaching by outside agencies e.g. Educational Psychologist and advisory teachers
- Analysis of the attainment and achievement of different groups of students with SEND
- Success rates in respect of LP and PSP targets at Wave 1, SEND Support (Waves 2 and 3) and EHC Plans
- GCSE success
- Post 16 destinations of students with SEND



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- The views of parents and the students at Parents' Evenings and Parent Consultation Surgeries
- Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time
- Regular meetings between SENDCo and Senior Pastoral Leaders, Senior Curriculum Leaders, Learning Support teachers and Teaching Assistants
- ICT audit
- Whole school and subject evaluation on progress of School Improvement Plan
- Performance managing observation

9.3 Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

10 Dealing with complaints from parents

10.1 Refer to our whole school Complaints Procedure found on our school website.

11. Arrangements for In-Service training

11.1 It is the school policy to provide appropriate professional development for the SENDCo, support teachers, Teaching Assistants and other staff according to needs identified in the School Improvement Plan and as part of the staff Performance Management process.

11.2 Relevant local and national courses/conferences including cluster meetings are attended by the SENDCo/Joint Deputy SENDCos.

11.3 The school has membership of a number of SEND organisations, for example, NASEN.

11.4 The school supports staff training for externally accredited courses e.g. diplomas, certificates, degrees etc. In-school training sessions are held for individuals, groups of staff or whole staff by SLT, SENDCo and external agencies.

11.5 An ongoing programme of INSET for all staff is provided by the school on Teacher Development days.

11.6 Meetings for PGCE students, NQTs and staff new to the school are part of the induction programme.

11.7 The SENDCo holds weekly meetings with TAs and termly meetings and training sessions.

12. External Support Services

12.1 External support services play an important part in helping the school identify, assess and make provision for students with special education needs and/or disabilities

12.2 The school receives visits from the nominated Education Welfare Officer and Educational Psychologist for the area.

12.3 The school may seek advice from specialist advisory teaching services for students with sensory impairment or physical difficulties.



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12.4 Specialist outside agencies contribute to the reviews of students with, for example, significant speech and language difficulties, physical, visual, and hearing impaired students.

13. Links with other schools.

13.1 Malmesbury School has links with specialist provision such as Rowdeford School and Lakeside Care Farm.

13.2 The school is developing stronger links with post-16 providers, such as Cirencester, Chippenham and Lackham.

13.3 The school continues to develop stronger links with its feeder primary schools.

14 . The role played by parents of students with SEND

("Parents" includes all those with parental responsibility, including corporate parents and carers)

14.1 In accordance with the SEND Code of Practice the school believes that all parents of students with SEND should be treated as equal partners.

14.2 The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

14.3 Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their son's or daughter's education
- Have knowledge of their son's or daughter's entitlement within the SEND framework
- Make their views known about how their son or daughter is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Contribute to review meetings

14.4 The school is committed to working with parents and to keeping them fully informed of the school's procedures.

14.5 Parents will be made welcome in the school and will be invited to attend meetings that concern their son or daughter.

14.6 In order to make communications effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their son or daughter
- Focus on the student's strengths as well as areas of additional need
- Recognise the personal investment of parents and be aware of their feelings
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers



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- Recognise the need for flexibility in the timing and structure of meetings.

15. Anti-bullying in relation to students with SEND:

15.1 The school has strict anti-bullying procedures. Bullying towards students with SEND is not tolerated. Refer to the Anti-Bullying Policy for further details.

16 Record Keeping and Confidentiality

16.1 All SEND records (including EHC Plans, My Support Plans, medical letters etc.) are kept securely and disclosed to staff with the consent of the student and/or parent.