Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities. The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.

Outcomes will be outstanding

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<tr>
<th>Policy title</th>
<th>Special Educational Needs and Disability Policy (SEN/D)</th>
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<tbody>
<tr>
<td>Rationale</td>
<td>Ninestiles Academy Trust has a responsibility to make its schools welcoming and supportive to students with Special Educational Needs and Disabilities who currently attend its schools and those that may attend in the future.</td>
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<tr>
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<td>This Policy relates to:-</td>
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<td>• The Education Act 1996</td>
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<td>• Special Educational Needs Code of Practice: January 2015</td>
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<td>• Special Educational Needs and Disability Act 2001</td>
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<td>• LA Policy and Guidelines</td>
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<td>• Birmingham Guidelines : Including - Inclusion Standards</td>
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<td></td>
<td>• Audit 2004 and Supporting Pupils with Dyslexia</td>
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<td>• Equality Act 2010</td>
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<td>• Accessibility Planning [3 year anticipatory duty]</td>
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<th>Policy statement</th>
<th>PRINCIPLES:</th>
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<td>The principles of this policy and guidelines involve:</td>
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<td>• a focus on raising attainment</td>
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<td>• the importance of equality of opportunity</td>
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<td>• early identification and intervention</td>
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<td>• working in partnership with pupils/parents/carers</td>
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<td>• working as part of a team around the family</td>
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<td>• supporting inclusive practice</td>
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<td>• endorsing the ‘support and aspiration’ model of the SEN Code of Practice</td>
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| AIMS               | Ninestiles Academy Trust provides teaching and learning which enables all pupils to gain access to a broad, balanced and appropriately differentiated curriculum. |
|--------------------| Our aim is to ensure all pupils are supported in order that they may work |
confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code of Practice:

- A pupil with special educational needs should have their educational needs met
- The views of the pupil should be sought and taken into account
- Parents/carers support their child’s education
- Pupils with special educational needs should be offered full access to a broad, balanced and relevant education

Provision at Ninestiles Academy Trust starts with quality first teaching and as outlined in the National Curriculum in England: Framework for Key Stages 1 to 4 - Inclusion Statement, first published September 2014 and updated December 2014, close regard is made to the statutory requirement that all teachers:

- Should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons that consider a wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- Are aware of the ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects

Ninestiles Academy Trust acknowledges the view that pupils with learning difficulties learn and make progress most effectively by being taught and supported in a familiar environment by their teachers and teaching assistants through good ‘quality first teaching’ i.e. ‘Wave 1 Provision’.

This might be interpreted as tracking back through literacy objectives as appropriate, using access strategies and choosing appropriate teaching and learning styles. The provision for the majority of pupils will be made from the school’s own resources. A small number of pupils may require limited additional funding under the Birmingham Criteria for Special Provision (CRISP) or equivalent following Solihull LA SEND guidelines. If the degree of difficulty is severe and is causing or accompanies other complex needs, a request to the Local Authority to consider a statutory assessment might be deemed appropriate (An Education Health Care Plan).

Each school has a local offer on their website outlining the individual arrangements and provision available to its pupils and which clearly signposts parents/carers/ young people to Birmingham’s Local offer www.mycareinbirmingham.co.uk

Or Solihull’s Local offer
www.socialsolihull.org.uk
Equal Opportunities

Ninestiles Academy Trust believes that all members of the school should be treated with respect; have their individual diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

• Identify need as early as possible and provide effective support
• Adopt a Trust approach to the identification, assessment and provision for pupils with special educational needs and disability
• View our special needs provision as an ongoing, developing process
• Provide appropriate in-class support which enables all pupils to have access to the whole curriculum, including the National Curriculum
• Incorporate special educational needs procedures, including pupil profiles, into curriculum planning
• Develop an effective partnership between school, parents/carers and outside agencies
• Encourage pupils and parents/carers to participate in decision-making about provision to meet their special educational needs
• Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
• Involve the Academy Council and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
• Ensure all those involved with pupils with special educational needs and disabilities work as a team to support the pupil’s learning
• Track and monitor provision and procedures which have been put into place to ensure pupils with SEN/D make at least expected progress as they move through the school.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

“A pupil 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 pupil or young person is to be treated as special educational provision.” Code of Practice 2015

Pupils’ needs and requirements may fall into at least one of four areas, though many pupils will have inter-related needs. All areas of need will have a varying degree of impact upon the pupils’ ability to function, learn and succeed.

The areas of need are:
Communication and Interaction Difficulties

Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

Social, Mental and Emotional Health Difficulties

Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on the SEN/D Register. Pupils whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

ROLES AND RESPONSIBILITIES

The Academy Council

The Academy Council, in consultation with the Principal, determines the Ninestiles Academy Trust policy and approach to provision for pupils with special educational needs and disabilities, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Academy Council, having regard to the Code of Practice:

- Ensure appropriate provision is made for any pupil with SEN/D
- Reports to parents/carers on the school’s policy for pupils with SEN/D
- Ensure all pupils, including those with SEN/D have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Academy Council to oversee SEN/D provision
- Ensure discussions with parents/carers regarding SEN/D matters at relevant meetings
- Ensure that pupils with SEN/D are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN/D Policy

The Principal
The Principal is responsible for the day-to-day management of all aspects of the school’s work, including provision for special educational needs and disabilities. The Principal keeps the Academy Council informed of all developments with regard to SEN/D. The Principal informs parents/carers of the fact that SEN/D provision has been made for their child.

**Admissions**

In every instance, when a parent/carer seeks a place for their child at a Ninestiles Academy Trust school, the Principal will direct a member of staff to seek information about the pupil and complete an admission form.

When a pupil is transferring from another school, Ninestiles Academy Trust requests a copy of school records including National Curriculum Assessments; Pupil Protection file (where appropriate), and details of any SEN/D including pupil profiles or the most recent individual education, health and care documentation.

**SENDCo**

In this document this refers to the person with the responsibility for SEN/D. This person may have a different title in each of our Trust schools.

The role of the SENDCo is part of a team responsible for monitoring the progress of pupils with additional needs and ensuring appropriate provision is in place where pupils are falling behind in their learning. Liaising with school staff, parents, pupils and coordinating provision is an important component of the SENDCo role.

As part of the identification process the SENDCo may collate any of the following information which helps build up the profile of the pupil:

- health details, e.g. general health, vision, hearing, emotional factors
- attendance
- home language
- assessment information
- a record of consultations with pupils, parents/carers and support services (where applicable)
- adjustments made to improve performance
- classroom observations to help identify strengths and areas of difficulty
- pupil’s independent work, teaching and learning style
- reading/writing/spelling skills – persistence and severity of problems
- phonological awareness – phoneme-grapheme correspondence, sound blending
- monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests and teacher assessments
- Pupil profile targets/reviews
- information relating to interventions and strategies that have been used with outcomes and evidence of progress.
- involvement of the pupil in monitoring their own progress
- pupil views on what’s working/not working.
- observations and views from outside agencies and health
Following the gathering of this information a profile can then be built of the pupil, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision.

In addition the SENDCo:

- Oversees the day-to-day operation of the school’s SEN/D policy
- Ensures the appropriate deployment of the allocated SEN/D budget
- Interprets legal requirements for staff, parents/carers and Academy councillors
- Co-ordinates and evaluates provision, including interventions, for pupils with SEN/D.
- Liaises with and advises teachers and teaching assistants whenever necessary
- Monitors and evaluates the quality of provision
- Oversees the records of all pupils with SEN/D
- Maintains the provision map with key staff
- Liaises with parents/carers of pupils with SEN/D
- Organises and delivers INSET in order to meet the needs of staff
- Liaises with external agencies including Access to Education, Children’s Services, and Health Services.

**Teachers**

- To ensure provision starts with quality first teaching and in class differentiation
- Be aware of the school’s procedures for the identification and assessment of, and subsequent provision for, pupils with SEN/D
- Work with the SENDCo to decide the action required to assist the pupil to make at least expected progress
- Work with the SENDCo to collect all available information on the pupil
- Develop and review pupil profiles for pupils and keep parents informed of progress
- Work with SEN/D pupils to deliver the individual programme set out in the pupil profile
- Develop effective relationships with parents/carers
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school’s SEN/D policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the SENDCo to identify their own training needs around SEN/D

**Teaching Assistants**

- Work collaboratively and under the direction of teachers/SENDCo
- Provide relevant support to identified pupils
- Develop positive working relationships with pupils, teachers, parents and professionals
- Assist with the recording, monitoring and evaluation of pupils’ progress
• Assist with the identification and effective provision of appropriate resources
• Attend meetings and undertake appropriate INSET
• Work alongside the SENDCo and teaching staff in the preparation of pupil profiles.

Pupil Participation

Ninestiles Academy Trust actively encourages the involvement of pupils in their education. With reference to pupils who are identified as requiring additional SEN/D support we utilise Person Centred Approaches to:

• Involve the pupil in decision making regarding the methods by which their individual needs will be met
• Involve the pupil in setting and reviewing their own aspirational targets
• Invite the pupil to attend all or part of review meetings
• Discuss the purpose of assessment arrangements and the implications of the pupil profile with the pupil
• Encourage the pupil to comment on his or her SEN/D provision
• Involve the pupil in the implementation of the pupil profile
• Develop the pupil’s self-confidence and self-esteem.

Parent/Carer Participation

Ninestiles Academy Trust actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child’s special educational needs and disabilities. With reference to pupil’s identified as requiring SEN/D support we:

• Involve the parent/carer in decision making regarding the methods by which their child’s individual needs will be met
• Invite the parent/carer to attend all review meetings, Parent Consultation meetings and Parent’s Evening
• Discuss the purpose of assessment arrangements and the implications of the pupil profile with the parent/carer, providing them with a copy
• Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their pupil profile
• Encourage the parent/carer to comment in writing on their child’s SEN/D provision
• Encourage parent/carer to view information regarding SEN/D on the school’s website and offer suggestions
• Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child’s SEN/D provision
• Aim to further develop the parent/carers’ confidence in the provision made for their child’s special educational and disability needs.

The role played by the parents of pupils with special educational and disability needs.

Ninestiles Academy Trust operates an ‘open door’ policy which means parents/carers can approach the school whenever they have a concern and time will be made for them; the school will schedule meetings and consultations for parents/carers to meet and discuss their child’s progress and opportunities for parents/carers to come and work or
observe their child in the school. The school holds details of local and national support groups and can pass these on to parents/carers. Parents/carers’ views and contributions are valued and they are listened to. Parents/carers know their children best and have a great deal to contribute.

PROCEDURES

The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting pupils special educational needs. This involves a cycle of “Assess, Plan, Do and Review.”

Early identification/monitoring progress /adjusting teaching

Ninestiles Academy Council strives to create a positive environment with interactive teaching where all pupils can participate and achieve.

When a pupil’s progress is first identified as a cause for concern then it is the responsibility of the Class Teacher to adjust their teaching and consider the following:-

- ‘Wave 1’ quality first teaching
- adapting teaching in the classroom to address needs /vary teaching styles / use of access strategies
- involving the SENDCo
- use of IDP(2011) or other relevant material as signposted by SENDCo to keep up to date re knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- involving parents/carers
- hearing and vision check (to discount any unidentified problems)
- gathering pupil views
- liaising with colleagues

Assessing Needs using the Graduated Response

SEN/D Support

If progress is still not satisfactory and after discussion with parents/carers and the young person then the pupil may be formally identified as requiring SEN/D support. At this point more detailed assessment of the pupil’s skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the SENDCo is required to manage the increased level of provision. A pupil profile with individual targets is set which will then be monitored and reviewed termly. Parents will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches.

If the pupil is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need.

When a class teacher or SENDCo identifies a pupil as requiring SEN/D support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum
offer and strategies.

The triggers for additional intervention could be the teacher’s or others concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a pupil’s identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Assess, Plan, Do and Review

When a pupil has been identified as requiring SEN/D support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the pupil is not responding to the provision made by the school then the school may increase the level or change the type of provision being offered. At a review meeting after discussion with the parent and pupil, outside agencies may be consulted for additional advice.

Involvement of External Support Services

External support services, including those provided by Access to Education, will usually see a pupil, in school if that is appropriate and practicable, so that they can advise teachers on pupil profiles with new targets and accompanying specialist approaches, provide more specialist assessments that can inform planning and the measurement of a pupil’s progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Writing Pupil Profiles

Pupil profiles are written and reviewed three times a year. They include:

- Short-term targets
- Pupil and parent/carer’s signature
- The teaching strategies to be used
- The provision to be put into place
- Date to be reviewed
- Outcomes (to be recorded when the pupil profile is reviewed)

Conducting SEN/D Review Meetings

At the review meeting the pupil’s progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil’s current levels of attainment relating to pupil profile targets?
What progress has the pupil made towards meeting the overall objectives set out in the pupil profile, Statement or EHCP?

What are the parents’/carers’ views of the pupil’s progress?

What are the pupil’s views of their progress?

Is the current provision appropriate to the pupil’s needs?

What targets should be set?

Have there been any significant changes to the pupil’s circumstances?

Have there been any significant changes in the pupil’s special educational needs and therefore do they need to move within the graduated stage?

How will the pupil’s progress be assessed?

Are there any particular strategies that have led to improvement?

Are there any particular requirements to promote inclusion?

What are the pupil’s current levels of attainment in literacy and numeracy as determined via in school progress tracking systems?

What progress has the pupil made over the past year, especially in relation to each SEN target?

Are any amendments to the statement/EHCP necessary?

Should the LA recommend ceasing or maintaining the statement/EHCP?

If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice and to Section 9 of the SEN Toolkit.

In Service Training

The Special Educational Needs and Disability Policy and Guidelines are subject to regular Ninestiles Academy Trust review and evaluation. One meeting each term, to which the designated Academy Councillor is invited, is set aside to discuss and review SEN/D issues. The SENCo (Principal or representative) attends relevant courses and ensures all staff are familiar with developments in SEN/D. All staff must notify the SENDCo if they need further training in school procedures or support for individual pupils. Training, for both teaching and non-teaching staff is provided as necessary and the SENDCo will ensure all staff are aware of training available. Priorities for training with regard to SEN/D will be specified within the School Improvement Plan. The Principal gives feedback to the Academy Council on SEN/D provision at termly Academy Council meetings. Academy Councillors have access to SEN/D training.

Complaints Procedure

Ninestiles Academy Trust procedure is outlined in the Trust’s Complaints Policy. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEN/D provision should be addressed to the SENDCo or SEN/D Academy Councillor who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the complaints procedure.

Monitoring, Evaluation and Review of SEN/D Policy and Guidelines
This document is subject to an annual review as part of the cycle of whole Trust self-evaluation. All key staff (as appropriate) are involved in the review, development and evaluation of the SEN/D policy and guidelines including the school’s procedures for identifying, assessing and providing for pupils with special educational needs and disabilities. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual pupils using Teachers’ Assessments
- Monitoring reports on classroom observations
- Termly evaluations of the quality of pupil profile
- Collation of pupil’s and parent’s/carer’s comments following review meetings.

**Role of Academy Trust SEND Network**

Termly meetings to ensure a consistent approach is adopted across the Trust in its aims as set out in the SEN Code of Practice 2015 and this policy. Close collaboration between LAs and individual schools will be achieved through peer to peer support, training and sharing of good practice. All stakeholders will be informed of developments within this area where appropriate.

The aim of the network is to raise the profile of Inclusion and achieve the objectives of the Ninestiles Academy Trust mission statement.

**Role of the Academy Council**

Academy Councillors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. The SEND Councillors meet with SENDCo and receive termly reports, which they use for monitoring purposes. The Academy Council delegates the responsibility for implementing policies and guidelines to the Principal.

| Monitoring and review | The Policy will be monitored and reviewed in line with school monitoring cycles at the first SEND network meeting at the beginning of each academic year |
| Links | |
| Staff responsible | SENDCOS across Trust Schools |
| Committee responsible | Board of Directors |
| Date approved | October 2016 |
| Review date* | October 2017 |

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*