




Special Educational Needs and Disability Policy (Level 3)

Tadpole Farm CEPA

24th November 2023

Kingfisher CE Academy, Peglars Way, Swindon, SN1 7DA

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1. Introduction

The Diocese of Bristol Academies Trust (DBAT) is a multi-academy trust with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the Academy are taken through the lens of Christian values, inclusive in the sense that all students and staff are equally valued for their uniqueness in the eyes of God and their belonging to the school community.

2. DBAT Vision and Purpose

Vision

The Diocese of Bristol Academies Trust (DBAT) shares the Church of England's Vision for Education 2016, "Deeply Christian, Serving the Common Good", which includes four basic elements wisdom, hope, community and dignity. We aim to deliver values-led education with the very best outcomes for children and young people.

Purpose

To provide high quality education enabling young people to flourish and grow: spiritually, in love and in understanding.

3. Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND code of Practise (0-25) 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCOs) and the Special Educational Needs (SEN) Information Report
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out Academy Councilors responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school’s obligation to admit all pupils whose EHCP names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Teachers Standards 2012
- This policy also complies with our funding agreement and articles of association.

This policy was co-produced by the school Special Educational Needs Coordinator (SENCO), Academy Councillor with responsibility for SEND, Head Teacher and Trust DEI Lead.

Name and contact details of SENCO: Sarah Baker

The SENCO is a member of the Senior Leadership Team.

4. Aims

Aims

- Provide guidance which ensures that the statutory legislation regarding pupils with SEND is implemented to a high, consistent standard at Tadpole Farm CEPA.
- Ensure a child-centred approach to each child’s provision for SEN
- Outline how we will implement our vision for inclusion that enables all pupils with SEND to:
 - experience a high quality, inclusive education
 - access a broad and balanced curriculum in a calm learning environment which is supportive of children’s additional needs
 - achieve at least good outcomes
 - access all aspects of school life
 - be the best that they can be.
- Provide an overview of our graduated response and other procedures regarding SEND so that all staff, parents, pupils, Academy Council and any other relevant stakeholders have clear expectations of SEND provision at Tadpole Farm CEPA.
- Outline expectations for clear communication and partnership working for all stakeholders including school staff, parents / carers, the child and any external professionals involved in supporting the child.

5. Definitions

5.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

A pupil has a **learning difficulty or disability** if they have a significantly greater difficulty in learning than most others of the same age.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 Inclusion

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equity of access and opportunities; getting rid of discrimination and intolerance (removal of barriers).

5.4 The 4 areas of need within SEN

The needs of pupils with SEN are grouped into 4 broad areas. Pupils often have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction (C+I)	Pupils with needs in this area have: <ul style="list-style-type: none"> ● difficulty communicating with others ● difficulty understanding what is being said to them ● trouble expressing themselves ● not understand or use the social rules of communication.
Cognition and learning (C+L)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example distressed behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment ● Sensory processing needs <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Our vision for inclusion

At Tadpole Farm CEPA, our vision for inclusion is that all our children are able to fulfil their potential, this is through being fully inclusive and understanding each Child's individual needs. We aim to overcome their barriers to learning, celebrate their successes and enable them to feel happy, safe and motivated by their learning irrespective of their ability.

7. Roles and responsibilities

Detail of roles and responsibilities within SEND at a trust level can be found in the Trust SEND Policy Level 1.

Within Tadpole Farm CEPA key roles and responsibilities are as follows:

Local Academy Councils

- Have responsibility for how their academy fulfils its statutory obligations under the SEND Code of Practice, Equalities Act and other relevant statutory government guidance
- Identify a named governor to have responsibility for ensuring the academy's comprehensive implementation of the school SEND Policy
- Ensure that appropriate staffing and funding arrangements are in place to enable effective SEND provision within their academy. This must ensure that every pupil with SEND has the opportunity to participate as fully as possible in all aspects of school life
- Report on how the academy's SEND policy is being implemented and how resources are allocated in the Academy Council's Annual Report to parents
- Ensure that up-to-date SEND information is published on the academy website including the academy SEND Policy and SEN Information Report, the latter of which outlines the academy's offer for pupils with SEND. See Appendix 1.

Local Academy Council SEND Councillor

- Specific oversight of the academy's arrangements for SEND provision, including SEND funding
- Ensures that SEND provision is an integral part of the School Development Plan
- Champions and advocates for high quality special educational needs provision in all aspects of academy life
- Ensures that financial resources are available and deployed to enable high quality SEND provision which effectively meets the needs of all learners
- Ensures effective quality assurance of SEND provision, including ensuring a comprehensive graduated response is in place
- Liaises with the SENCO at least three times per year to ensure the Academy Councillor is up-to-date with SEND developments in the academy
- Reports annually to the Academy Council and parents on the implementation of the SEND policy and any changes during the last school year.

Head Teacher

- In partnership with the Academy Council, Senior Leadership Team and SENCO, determines the strategic development of SEND policy and provision in the academy
- Allocates roles and responsibilities to staff so that high quality SEND provision is delivered for all students with special educational needs
- Ensures excellent communication between the Head Teacher, senior leaders and the SENCO
- Ensures that the SENCO has sufficient time and resources to fulfil their role
- Reports to the Academy Council and Hub Director of Learning on the needs of the SEND children within the academy and how their needs are being met.

Special Educational Needs Coordinator (SENCO)

- Is a qualified teacher
- Will either have, or within 3 years of being recruited to the post, have obtained the National Award for SENCOs
- Works in partnership with the Academy Council, Head Teacher and senior leaders, to plan strategic school development which enables all children with SEND to thrive
- Has day-to-day responsibility for the operation of the SEND Policy and co-ordination of SEND provision for all pupils with additional needs. This includes ensuring the academy's SEND Register is kept up to date
- Provides professional guidance to colleagues to ensure the implementation of a highly effective graduated response for pupils with SEND
- Works in partnership with parents and pupils to ensure a child-centred approach to developing effective SEND provision
- Works closely with the local authority and other external professionals to ensure high quality SEN provision for pupils with SEND
- Applies for statutory Education, Health and Care Plans and associated funding for pupils with the highest level of needs
- Ensures effective deployment of SEND funding
- Works closely with Alternative Learning Providers (ALP) to ensure due diligence and high quality additional provision for any students with SEND being supported in ALP
- Carefully plans enhanced transitions for pupils with SEND transitioning in and out of the academy and between academic years.

Class Teacher

- Has responsibility for working in line with the DfE Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015. This means ensuring the additional needs of children within their class are effectively met through planning for and implementing high quality SEND provision.
- Works in partnership with parents and students to ensure that the voice of the child is at the centre of SEND provision
- Ensures a thorough graduated response is implemented in assessing, planning and reviewing the needs of all pupils in their class with SEND

- Works in partnership with the SENCO and outside agencies to implement recommendations for students with SEND
- Keeps effective records to evidence the identification of needs, targeting of support, implementation of support and tracking of progress for all pupils with SEND
- Effectively deploys and works in partnership with teaching assistants to ensure effective support of all students with SEND.

Teaching Assistants

- Work in partnership with the class teacher to implement additional support for students with SEND
- Keep records of interventions and targeted support as directed by the class teacher
- Attend professional development training as necessary.

8. Curriculum

At Tadpole Farm CEPA we are committed to equity of opportunity and strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

Our commitment to equity means that we know some children will need additional provisions in order to help them engage fully in school life. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Full details of our curriculum offer can be found within the Curriculum Policy which can be found on our school website.

9. Graduated response to SEN provision

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated response approach.

1. Assess

When a concern is raised about possible additional needs for a pupil, either by a parent/carer, pupil, member of school staff or external professional, a SEN concern will be logged by the school. The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs through a range of specific assessments .



This process will take into account the views of the pupil and their parents. The school may also seek advice from external support services such as health professionals or educational psychologists. If it is deemed that the child has SEN, a support plan or early help record will be written.

2. Plan

A support plan or early help record will be written in consultation with the parents and the pupil, the teacher and the SENCO. Assessments and observations will inform the plan. The support plan or early help record will outline the key strengths and needs of the pupil; adjustments, interventions and additional support which will be put into place; the expected outcomes and a clear date for review.

The support plan or early help record will be shared with all staff who work with the pupil. It will be saved on SharePoint and will be made accessible to relevant staff.

Parents/carers will be fully aware of the planned provision and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Supported by the SENCO, they will ensure that the support plan or early help record is fully implemented.

Where the support plan or early help record involves group or one-to-one teaching away from the main class or subject teacher, the teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. SEN Reviews will take place three times a year. The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents. The support plan or early help record will be updated accordingly.

As part of the SEN Review process if it is identified that the child is needing a very high level of complex provision which cannot be met through SEN Support provision, submitting an application for an Education, Health and Care, Needs Assessment will be considered. At this point the school will begin recording the pupil's SEN needs and support on a support plan or early help record.

10. Levels of Support

SEN Support

Pupils receiving SEN provision will be placed on Tadpole Farm's SEND Register. The majority of pupils will have needs that can be met by the school through carefully planned additional provision which is implemented through the graduated response cycle and funded through the school's notional SEND budget. On the school census these pupils will be marked with

the code K to identify they are identified as SEN Support. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, Health and Care Plan (EHCP)

Pupils who need a **very high level of complex provision which cannot be met through SEN Support** may be entitled to an EHCP. An EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. EHCPs are put in place by the local authority. A comprehensive Education, Health and Care Needs Assessment (EHCNA) process takes place which takes up to 20 weeks to complete. In addition to two standard SEN Reviews, pupils with an ECHP have an Annual Review to see whether the plan needs amending.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially with additional funding from the Local Authority. On the school census these pupils will be marked with the code E.

11. Consulting and involving pupils and families

Tadpole Farm will put the pupil and their parents at the heart of all decisions made about special educational provision.

- *When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents / carers.*
- *So that everyone understands the agreed outcomes sought for the child*
- *Pupils and parents/carers take part in each SEN Review, working with the school to review and update the support plan or early help record]. Family and pupil views are recorded as part of the SEN Review records.*

12. Monitoring Progress

Class teachers are responsible and accountable for the progress of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Monitoring of interventions or specific targeted support will be recorded by the member of staff delivering the provision. These records will be stored on SharePoint and in their SEN folders.

13. Bullying

We understand that statistically, vulnerable learners including those with SEND are more likely to experience bullying. Our Anti-Bullying Policy makes clear that all members of the

school community have the right to learn and play in a supportive, caring and safe environment, without the fear of being bullied, and that bullying will not be tolerated. This policy and our inclusive beliefs are reinforced through PSHE teaching and whole school assemblies. The Tadpole Farm CEPA Anti-Bullying Policy can be found on the school website.

14. School admissions

All applications for admission to Tadpole Farm CEPA are considered equally and our Admissions Policy is found on the school's website. Once a new child is on roll, information will be requested from the previous setting and if applicable, a support plan or early help record will be agreed with parents as part of the child's induction programme.

15. Access arrangements

Children with SEN may be identified as requiring access arrangements in public examination. Senior leadership are responsible for making these arrangements.

16. Transition

Tadpole Farm CEPA recognises that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

When a pupil with SEN begins at Tadpole Farm CEPA to help them settle successfully we support their transition by: contacting the previous school, giving them time to settle and meeting with parents/carers.

When moving classes in school: teachers carry out a thorough handover with the next teacher, any supporting resources are passed on and children receive transition books where necessary. In some cases, children will have an extended transition.

When a child with SEN transitions to another school: all their documents are passed on to aid a smooth transition.

17. Accessibility

The Equality Act 2010 reinforces a duty on all schools and local authorities to plan for an increase in the accessibility of schools for disabled pupils over time. Schools are required to produce and implement accessibility plans. Tadpole Farm CEPA has an accessibility plan which details how we aim to increase access to the school curriculum, information and the

physical environment. This plan is reviewed on a three-yearly basis and a copy is available on the school website.

18. Complaints

It is in everyone's interests that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use formal stages of the complaints procedure. We take concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you feel your concern still remains, then you can follow our complaints policy which you can find on the school website.

19. Links with other policies

This policy links to the following documents

- SEN Information Report
- The Swindon local offer: <https://localoffer.swindon.gov.uk/home>
- Admissions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaints policy

20. Our Ethos and Values

As identified at the opening of this policy, our structure and approach here is underpinned by our Christian ethos and values, focused on an ethos that is both distinctive and inclusive.

In our adoption and subsequent adaptation of this policy we have asked ourselves two clear questions: "Is this policy and practice underpinned by our vision and values?" and "What is the impact of our vision and values on those subject to the policy?". This is a key focus of our ongoing development of policy and practice.

History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
July 2023	Whole document	New level 3 policy	Trust Inclusion Lead

Policy Owner	Education Directorate
Date Adopted	November 2023
Latest Review Date	November 2023
Next Review Date	November 2026
Level	Level 3
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council