



Special Educational Needs and Disability (SEND) Policy

Statutory

Reviewed: August 2023

Next Review Date: August 2024

Role Responsible: SENDCo

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Vision

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. Humberstone Infant/Junior Academy aims to provide a stimulating and caring environment, respecting and celebrating each other's individuality and contributions. Our approach is to create a happy and welcoming ethos and to make learning purposeful and challenging. We work in partnership with parents/carers, develop links with the community and encourage everyone to achieve their full potential. We have high expectations for all our pupils/students, including those with additional needs, and our role is to support everyone to succeed. Some of our children may need a little extra help and this is where our Special Educational Needs and Disability (SEND) policy comes in.

The SEND team at Humberstone Infant/Junior Academy

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

- Andrea Commins – SENDCo and Acting Head of School-Humberstone Junior Academy
- Krishna Jethva – SENDco and Assistant Head -Humberstone Infant Academy
- Kate Smith – SEND Trustee

Please make an appointment with the school office if you wish to speak to any member of the SEND team.

Defining SEND

The SEND Code of Practice provides the following definition: A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014).

As an inclusive Trust, we provide support for children whose needs fall into any of the four broad areas of SEND need. These include (not exhaustive)

- Communication and interaction: speech, language and communication needs, Autism spectrum.
- Cognition and learning: Moderate Learning Difficulties , Specific Learning Difficulties including dyslexia, dyscalculia and developmental co-ordination disorder.
- Social, emotional and mental health difficulties: Attention deficit hyperactivity disorder; Attachment needs and Early Developmental Trauma; stress, depression and anxiety.
- Sensory and/or physical needs: visual impairment, hearing impairment, multi-Sensory impairment, physical disability.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

As a school, we are aware that other factors may impact on progress and attainment:

- Physical Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Disadvantage -eligibility for Pupil premium funding
- Being a Looked After Child/Previously Looked After Child (through an Adoption Order or Special Guardianship Order)
- Being a child of a Serviceman/Woman

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

SEND objectives at Humberstone Infant/Junior Academy

The objectives of this policy are:

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify these needs early and to provide the right support as efficiently as possible.
4. To provide full access to the curriculum* through adaptive teaching by class teachers, SENDCo, and support staff as appropriate. (*Except where disapplication arises- disapplication is very rare and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to adapted classroom provision, for those pupils recorded as having SEN at SEN Support level.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we can meet the needs of the widest range of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Criteria for placement of a child on the SEND register

If teachers have ongoing concerns about a child, they will complete an Initial Concerns Form, where they will gather information from a range of sources including parents to gain an in-depth understanding. Teachers will refer to the BERA document to ensure that best endeavours and reasonable adjustments are being made. This concerns form will be shared with the SENDCo who will advise the teacher at that stage. It may be that a teacher needs to gather further information or offer a different approach. If all information is in place and the child is not making the expected progress, a meeting will then be held with the SENDCo to discuss the concerns. If the teacher, SENDCo and parent/carer feel that a child has barriers which prevent their learning such as social, emotional or mental health needs, language and communication needs or a specific learning need

such as dyslexia, then the child may be placed on the SEND register at SEND support in order to target additional provision to meet those needs. This applies to all pupils in both schools. The graduated response is to be followed at all times.

Humberstone Infant & Junior Academy sets out how SEND is met in the School Offer on the schools' websites. There are two Joint Planning Meetings during the academic year where all external agencies involved with the school meet to discuss the progress of provision in place and the outcomes for children with SEND.

Humberstone Infant/Junior Academy records the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and are available as needed.

Management/Provision of SEND within School

Humberstone Infant/Junior Academy follow the 'Assess - Plan - Do- Review' cycle. This may include for our schools:

- Tracking progress through pupil progress meetings and sharing concerns with parents to facilitate early identification of pupils with SEND, considering what is expected for a child at that stage of development.
- Ensuring the needs of all children are being met effectively through personalised learning.
- Listening to the viewpoints of children (where appropriate) and parents and involving them in decision making at all levels.
- Providing Continuing Professional Learning (CPL) opportunities for all staff to enable an improvement in provision for children with SEND.
- Working closely with the Local Authority and other Outside Agencies.

Teachers will:

- Regularly assess children using school procedures to identify gaps in learning and track progress.
- Ensure adaptive teaching is ordinarily available in all classes. taking account of needs and areas of development, including those of children working below National Curriculum standards.
- Provide guidance for and resource intervention groups, taking responsibility for outcomes.
- Be fully accountable for pupil progress through pupil Progress Meetings and Teacher Appraisal.
- Keep records of additional and different provision and intervention.
- Keep records of intervention sessions to inform next steps.
- Work closely with support staff, including teaching assistants, in order to link support and interventions to class teaching.
- Consider advice provided by the SENDCo or other outside agencies in developing resources, teaching strategies or approaches.
- Review and update each child's targets on the My Support Plan at least once a term, sharing with parents and children where appropriate to decide outcomes.
- Provide information for Educational Health Care Plan (EHCP) or My Learning Plan (MLP) Review meetings.

Teaching Assistants (TAs) TAs are part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENDCo to deliver pupil progress and narrow gaps in

performance. It is for schools to decide how they deploy teaching assistants, depending on their level of experience. To be most effective, the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high quality teaching overall. TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with the child.

Teaching Assistants will:

- Support the delivery of adaptive teaching in the classroom, working in partnership and under the leadership of the class teacher.
- Actively promote the development of independent learning skills and resilience.
- Deliver interventions under the guidance of the class teacher or SENDCo.
- Provide feedback and reports on children's responses and progress, suggesting and adapting work plans as appropriate.
- Provide specialist support for children as appropriate.
- Engage actively in Continuing Professional Learning (CPL).

The SENDCo will:

- Be a qualified teacher.
- Have the NASENCO award or be working towards the national professional qualification for special educational needs co-ordinators within three years of taking up post.
- Collaborate and meet regularly with the Heads of School and the designated SEND Governor to determine the strategic development of SEND provision within the school.
- Work with teachers to ensure early identification of specific needs.
- Have day-to-day responsibility for the operation of the SEND policy and co-ordinate provision.
- Organise, plan and liaise regular meetings to review EHCPs or MLPs as needed.
- Liaise with and advise Class Teachers, Pastoral Staff and Teaching Assistants.
- Liaise with outside agencies to ensure that children with SEND receive support and adaptive teaching.
- Co-ordinate provision for children with SEND.
- Support staff in liaising with parents/carers of children with SEND.
- Liaise with Early Years providers, other schools, Educational Psychologists, health or social care professionals and independent or voluntary groups.
- Be a key point of contact with external agencies, including the Local Authority and its support services.
- Liaise with potential next providers of education to ensure smooth transition procedures are in place for children and their families.
- Work with the Executive Headteacher and Trustees to ensure that the school meets its responsibility under the Equality Act (2010).
- Ensure all documentation and records relating to children with SEND are kept up-to-date and compliant with GDPR.
- Monitor the effectiveness of the provision and evaluate the effectiveness of the policy.
- Maintain an up-to-date report to parents.

The Executive Headteacher and Trust Board will:

- Ensure all procedures are carried out in accordance with the 2015 Code of Practice and the 2010 Equality Act.
- work hard to secure the necessary provision for any pupil identified as having special educational needs.
- ensure that all teachers are aware of the importance of providing for these children.
- Work with the Heads of School and SENDCo to develop and monitor the school's SEND policy and provision for children with special educational needs.
- Identify a Trustee to have specific oversight of the school's provision for SEND.
- Be fully aware of the school's SEND Provision, including the deployment of funding, equipment and personnel.
- Understand and support the principles and practices outlined in the SEND Code of Practice 0- 25 years (2015).
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that SEND is an integral part of the school improvement plan.

The Heads of School will:

- Ensure that planning, teaching and learning are monitored to ensure the different needs of the children are being met.
- Discuss the progress of children with SEND at pupil progress meetings which take place with teachers.
- Discuss the progress and levels of need of children with SEND at planning meetings with the SENDCo and other relevant external agencies on a termly basis.
- Oversee the allocation of human and financial resources to ensure the needs of children with SEND are being met.

Children will:

- Be encouraged to give their views whenever it is appropriate e.g. When reviewing EHCPs or MLPs.
- Be encouraged to say what they are good at and what helps them to learn.
- Be encouraged to discuss their problems, feelings and difficulties with trusted adults
- Have a voice through the Pupil Leadership Team and pupil questionnaires/surveys
- Recognise and celebrate their own achievements
- Comment on and review their own progress
- Be given opportunities to say what they want for the future
- Participate in their learning by understanding their own targets created by the class teacher

Parents will:

- Be consulted and given opportunities to share their views as an integral part of the ongoing Assess, Plan, Do and Review process.
- Use available guidance from staff to support their child at home.
- Work in partnership with the school and other agencies to ensure that the voice of their child is represented.
- Communicate openly with the school regarding their child.

Admission arrangements

Admission arrangements for non-maintained schools are implemented by the LA. Schools cannot refuse admission to pupils with Special Educational Needs. In line with the SEN and Disability Act, 2001, we will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision.

Making decisions

In order to make decisions about a child's level of need, both the SENDco and class teacher in our schools use the appropriate Local Authority Banding Thresholds. These documents describe good practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education, Health and Care Plan Panel, and the equitable use of finite resources.

- 1) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 2) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff to gauge their level of learning and possible difficulties. Their progress will be discussed during pupil progress meetings.
- 3) The child's class teacher will take steps to provide adaptive learning opportunities that will aid the progression and enable support staff to better understand the provision that needs to be applied.
- 4) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 5) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- 6) Parents will be informed of their child's progress at least three times a year. They are encouraged to share information and knowledge with the school. During the identification process we will:
 - Listen to any concerns parents may have.
 - Plan any additional support a child may need.
 - Discuss with parents any referrals to outside professionals to support a child.

A child will be placed on the SEND register if their learning difficulty requires support in addition to what is ordinarily available – e.g adaptive teaching approaches.

Reporting and reviewing support of children at SENS (SEN Support)

Once a child has been identified as needing SEND support, some of the following may need to be completed. This means that the child has targets that are in addition to their class targets:

- Intervention group targets
- Checklists
- Schools internal monitoring paperwork
- Element 3 funding
- Education, Health and Care Plan Assessment
- Positive Behaviour Plan
- Positive Handling Plan

- Running Plan
- Risk Assessments (RA)
- Medical Risk Assessments
- My Learning Plan
- School Contract
- Single Point of Contact (SPOC) referral for medical needs
- Referral to an outside agency listed below:
 - Speech and Language Therapist (SALT)
 - Educational Psychology Service (EPS)
 - Early Years Support Team (EYST)
 - Learning, Communication and Interaction Team (LCI)
 - Vision and Hearing Support Service
 - Primary Social, Emotional and Mental Health Service (SEMH)
 - Family Support/ Common Assessment Framework
 - School Nursing Team

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

If we refer a child for a statutory assessment, we will provide the LA with a record of our work with the child including the arrangements that have already been made.

Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not mean that a child needs an EHC Plan.

The process:

- 1) A request for an EHCP Assessment is made by anyone concerned about the child's SEND. A parent can ask for Independent Support (SENDIASS) to help with this process.
- 2) The request is considered by the Local Authority and a decision is made whether to proceed with the assessment
- 3) If the request is agreed, the Local Authority will gather reports and relevant documentation from the child, their family and all agencies involved in supporting them.
- 4) If the application for an EHC Plan is successful, a member of the Local Authority will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. At the end of this meeting, individual views are shared as to whether or not a child's needs are best met with an EHC Plan or an alternative such as a School Contract or Element 3 funding application.
- 5) The Local Authority arranges a Resource Allocation Panel (RAP) meeting to make a final decision.

- 6) Following the RAP meeting, if agreed, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and the school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review Return and sent to the Local Authority.
- 7) If the RAP does not agree to an EHC Plan, the family is given the right to appeal.

Specialised Provision

All of our classrooms across both academies are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. The vast majority of children will access the National Curriculum. Children who are unable to access this may work with an adapted curriculum to meet their needs. The PSHE curriculum includes issues of disability, difference and valuing diversity. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

The school library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available. Humberstone Infant & Junior Academies also recognise the importance of increasing awareness of British Sign Language (BSL) as a language and has run sessions on it for the children to learn basic signs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively.

We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our members of staff have expertise and training in other areas or specific interventions. All TAs work with children with SEND .

The trust employs a qualified counsellor to provide counselling in school, specifically targeted at vulnerable children, particularly following trauma at home. Issues brought to counselling can include (but are not limited to) bereavement and loss and complex family issues including divorce and separation.

Our Behaviour Mentor provides support for children with mental health, social, emotional and behavioural issues. Qualified and experienced Mental Health First Aiders are available in both schools.

We aim to maintain useful contact with education support services. For pupils who need additional advice or support, they may have one or more of the following agencies involved:

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS) Staff specialising in specific areas:
 - Hearing Impairment Team (HI)
 - Visual Impairment Team (VI)
 - Social, Emotional and Mental Health Team (SEMH)
 - Learning, Communication and Interaction Team (LCI)

- Early Years Support Team (EYST)
- Special Education Service (SES)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Early Help Services
- School Nurse Team

Curriculum Access and Provision

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. Each school has a range of interventions available, which are listed on the 'Targeted Support and Interventions Menu.' When considering an intervention, we look first at the child's needs so that we can select the intervention which is best matched to the child. Targets for children receiving SEND support are deliberately challenging in an attempt to close the attainment gap between them and their peers. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are for a planned, fixed period of time
- At the end of each fixed period of time, children's progress towards their targets are assessed and recorded
- A decision is then made as to whether to continue the intervention, to try a new intervention, or to allow a period of consolidation in class.

A child at SEN support will have individual targets outlined on their Learning Plans. Where there is support for the child from external agencies, advice from the specialist will also be recorded on the plans. Additional support strategies and interventions will be documented here and these will be reviewed regularly. For pupils with an EHC plan, provision will be in line with the recommendations on the EHCP and they will also have a 'Learning Plan', which will highlight their EHC targets and provisions.

Access to extra-curricular activities

The school endeavours to ensure that every child can access all activities and trips. Where reasonable adjustments can be made, the school will make these. Our primary concern is always for the safety and well-being of all pupils and where it may be considered not safe for a child to take part in a specific activity, this will be discussed with the child's parents. Our aim is that no child is excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs (SEMH)

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the

Behaviour Mentor and School Counsellor. In addition, the SENDCo can offer families' further support and direct them to the 'Early Help Service.'

Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered. If a child shows persistent challenging behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may refer them to our school counsellor or to relevant outside agencies to support the family and child through the process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to speak to their GP, or the school may make a referral to the Educational Psychologist or School Nurse Team.

If the child is felt to have long-term social, emotional or mental health needs – for example with anger management - the school offers social skills interventions. These are delivered by trained TAs or the Behaviour Mentor, who develop good, trusting relationships with the children.

Where appropriate, links with a partner special school or Pupil Referral Unit (PRU) are made and children are integrated into mainstream school on full or part-time basis. Liaison and planning between both schools take place to ensure the needs of the child are met and there is continuity in approach. Review meetings take place to ensure that the most appropriate provision is being made for the child.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Both schools have a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. (Please see School Behaviour Policy)

Vulnerable Pupils

Ofsted (2000) suggest that the following groups are 'at risk' in addition to those with SEND and are therefore considered vulnerable:

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- children looked after by the local authority
- sick children
- young carers
- children from families under stress
- any other pupils at risk of disaffection and exclusion

These children are known to the Senior Leadership Team and where appropriate, this information is passed on to teaching staff. The Pastoral Team meets on a regular basis to review the needs of children who are identified as vulnerable. This information is collated and tracked over time.

Vulnerable pupils, particularly those who have been identified as having barriers that may make it difficult for them to understand and follow school rules, may need to have special arrangements made around their needs. These may include agreeing a withdrawal to a safe place, making specific arrangements with parents, creating personal handling plans, meeting and greeting children and arranging provision in the 'Breakfast Club'. This information will always be communicated to staff involved, parents/carers and social workers as appropriate. Within school, these pupils will have a

key person who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the school's behaviour systems.

Through regular training, such as Team Teach and Safeguarding, all staff are made aware of the needs of vulnerable pupils and the process of referral in relation to Child Protection.

All pupils are taught appropriate behaviour through our PSHE curriculum and understand that all behaviours have a consequence. We ensure that vulnerable pupils are taught to take some of the responsibility for communicating their needs. For pupils who have difficulties in expressing themselves or coping with social encounters, such as those with communication difficulties or autistic spectrum disorders, the adult dealing with the situation will be expected to contact the pupil's key adult before dealing with the child.

Transition arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do our best, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School

The secondary school SENDCo is invited to annual reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. Enhanced transition arrangements are tailored to meet individual needs.

Evaluating the success of the School's SEN and Inclusion Policy

The Board of Trustees reviews information on the implementation of this policy and any changes to it. We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCo has termly meetings with the Head of Schools sharing pupil tracking data, SEND attainment and progress and the SEN Action Plan
- The SEND register is up-to-date and easily accessible
- All concerns are followed up quickly
- Parents are informed about all expressions of concerns
- 'My Learning Plans' are created by teachers with the support of the SENDCo and they have sought parent and pupil voice
- All pupils with a Learning Plan have their progress reviewed half termly
- All pupils are aware of their targets and what helps them to learn
- All teachers and support staff are aware of the children's strengths and areas of difficulty
- All teachers and support staff are aware of procedures and policy
- There is evidence of individual pupil progress over time
- Resources are effectively used to support children
- SEND issues are included in staff development planning

- All teachers are aware of their responsibilities

Safeguarding children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children being more prone to peer group isolation than other pupils/students;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

In addition to our rigorous Safeguarding procedures, in order to increase awareness of safeguarding of pupils with SEND we:

- Acknowledge the greater risk to children with SEND in staff meetings
- Update staff regularly to keep confidence high
- Maintain training, such as Female Genital Mutilation awareness
- Interact frequently with parents
- Include SEND as an item in all pastoral meetings
- Track SEND attendance
- Create PEEPs (Personal Emergency Evacuation Plans) for pupils who need them (Please see Safeguarding and Child Protection Policy)

Bullying

Humberstone Infant/Junior Academy believes that all forms of bullying are unacceptable and will not be tolerated. Every child has the right to be safe and happy in school and be protected when feeling vulnerable. For more information please see our school's anti-bullying policy.

Complaints

Complaints will be handled in accordance with Humberstone Junior/Infant Academy Complaints Policy which can be accessed via the Trust's website.

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

The Local Offer is available from the website:

<https://families.leicester.gov.uk/send-local-offer/>

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 - SEND Code of Practice 0 – 25 July 2014 – Updated 2015. (CoP)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Teachers Standards 2012
- Children and Families Act 2014
- Humberstone Infant/Junior Academy Safeguarding & Child Protection Policy
- Humberstone Infant/Junior Academy Disability Discrimination Policy and Accessibility Plan
- Humberstone Infant/Junior Academy Medicines Policy
- Humberstone Infant/Junior Academy Anti-Bullying Policy inc. Child on Child Abuse
- Guidance - Transition to national professional qualification for special educational needs co-ordinators Published 5 July 2023