Policy for Special Educational Needs and Disabilities ( SEND)

**Policy for Special Educational Needs**.

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The 2014 Children and Families Act places important responsibilities on the Governing Body and Teaching Staff to make Special Educational provision available to all those who have special educational needs or disability and whose parents wish their child to be educated in a mainstream school. These responsibilities extend to all pupils whether or not they are subject to a Education, Health and Care Plan (EHC Plan).

We recognise that despite good teaching there are a number of our pupils who have, or will have a special educational need or disability, whether a learning, behavioural or physical difficulty, and that all teachers in the Music Federation are teachers of pupils with SEN.

In order to meet the needs of our pupils we have adopted a whole school approach which takes into account the 2014 Code of Practice, the 2014 Children and Families Act and the Equality act 2010. This recognises the importance of providing high quality provision to meet the needs of children and young people with SEND, having collaboration between education and other services to provide support for pupils with SEND and being committed to the participation of pupils and their parents in decision- making.

The Federation fully values and appreciates a diverse and inclusive school community.

**Policy Development and implementation**

This policy was developed by the Federation SENDCo along with the Strategic Leadership Team and school Governors. The SENDCo, Louisa Milner, is responsible for developing and implementing the policy.

# Legislation and guidance

# This policy is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and the following legislation:

# [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND

# [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

# The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities

# The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (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](https://www.gov.uk/government/publications/governance-handbook), which sets out governors’ responsibilities for pupils with SEND

# The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

# The Music Federation Aims for SEND

* To place inclusion at the heart of everything we do by ensuring continuing provision for pupils’ personal, social, emotional and educational development.
* To promote the general aims and values of the Federation through agreed practices andprocedures, ensuring high aspiration for every child to reach their full potential.
* To meet the needs of all pupils through Quality First Teaching (QFT), making reasonable adjustments following early identification and assessment of needs.
* To ensure high quality provision that is regularly reviewed for all pupils with SEND.
* To ensure that all pupils are in receipt of a broad and balanced curriculum, that is well differentiated to match ability.
* To consider the needs of the gifted child.
* To work in partnership with parents, carers, support services, the wider community and other schools to ascertain the best outcomes for our pupils.

**The Music Federation Intentions**

We believe that through our implementation of the 2014 SEND Code of Practice, we can help all our children with SEND to achieve and fully participate in all of the learning experiences our Federation has to offer. We equip our staff with the skills and support to provide teaching and learning experiences which meet the needs of all pupils including those pupils with special educational needs.

We intend to:

* Ensure that all pupils with a disability will not be treated less favourably, for a reason that relates to their disability.
* Ensure that pupils with SEND should have access to a broad, balanced and relevant education to ensure the highest possible levels of achievement.
* Seek and take into account the views of the pupil, in the light of their age and understanding.
* Ensure that the Graduated Approach is adopted. Using the Assess, Plan, Do, Review cycle, provision for each child will be regularly reviewed and their impact assessed.
* Seek and take into account the views of the parent through our proactive partnerships.
* Through our anticipatory duty, steps are taken to ensure that barriers to learning are identified and removed, and that this becomes a cultural practice within the Federation.
* Promote a strong set of inclusive values across the Federation which will build a culture of positive behaviour in us all, and by doing so, become more inclusive. We intend to champion the wellbeing and Social, Emotional and Mental Health needs of our children by nurturing their emotional literacy, social skills and resilience.
* View behaviour management strategies through a lens of restorative practice, which also recognises the particular difficulties that some children have in this area.
* Take positive steps to reduce and prevent exclusions.

# Inclusion and equal opportunities

At The Music Federation, we 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.

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.

# Definitions

1. Special educational needs

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

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**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.

1. 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.

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

1. The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

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| **Areas of need** |  | |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |  |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:  · 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 |  |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:  · Mental health difficulties such as anxiety, depression or an eating disorder  · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder  · Suffered adverse childhood experiences  These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |  |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:  · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment  · A physical impairment  These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |  |

**The Leeds Local SEND Offer**

From September 2014 Leeds City Council has published information about what services for pupils with SEND are available and how families can access them. This is known as the Local Offer and can be accessed via <https://leedslocaloffer.org.uk/#!/directory> and through the Music Federation website [www.musicfederation.co.uk](http://www.musicfederation.co.uk)

**The Federation SEND Offer**

The Federation has its own individual SEN Information Report which can be accessed via the school website. This SEND policy should be read in conjunction with the Federation’s SEN Information Report.

**Inclusion of pupils with SEND**

In the Federation we:

* Believe that all children should have an equal opportunity to attend our school.
* Value diversity and celebrate achievements.
* Have structures and policies in place to promote inclusion.
* Identify and respond to individual needs.
* Identify and overcome potential barriers to learning for individuals and groups.
* Set suitable learning challenges and have high aspirations for every pupil.
* Take action to promote inclusion that is reflected in policies, planning, curriculum delivery, recording and reporting of achievement.
* Promote equality of opportunity for pupils regardless of gender, race, ability and culture.
* Ensure that all pupils have access to a balanced and relevant curriculum.
* Have clear strategies of identification of pupil's needs, support programmes and an appropriate differentiated curriculum
* Ensure that all pupils are able to learn in a safe environment without disruption and interference through positive behaviour management.
* Ensure that the Behaviour Policy includes clear rewards and sanctions which align with restorative practice.
* Work in partnership with parents.
* Regularly review of progress towards targets.
* Enable staff to access appropriate training to meet the needs of individuals and groups.

**Roles and responsibilities**

**The SENDCO**

The Federation SENCO is Mrs Louisa Milner. They will:

Champion inclusive practice and values across the Federation through day to day duties, which include monitoring, evaluation and sharing of good practice.

Work with the headteachers and SEND governor to determine the strategic development of the SEND policy and provision in the school.

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.

Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.

Ensure that parents are informed that their child may have SEN and then liaise with them about the pupil’s needs and any provision made.

Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.

Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

When a pupil moves to a different setting: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

Work with the Executive Headteacher, Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Make sure the school keeps its records of all pupils with SEND up to date and accurate.

With the headteachers, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development.

With the headteachers, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy.

With the headteacher and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

**The governing body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

Do all it can to make sure that every pupil with SEND gets the support they need.

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don’t have SEND.

Make sure that the school has arrangements in place to support any pupils with medical conditions.

Provide access to a broad and balanced curriculum.

Have a clear approach to identifying and responding to SEND.

Record accurately and keep up to date the provision made for pupils with SEND.

Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school’s accessibility plans.

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

Determine their approach to using their resources to support the progress of pupils with SEND.

**The SEND Governor**

The SEND link governor is Lucy Metcalfe.

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings.

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

**The Executive Headteacher and Headteacher**

The Executive Headteacher and Headteacher will:

Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils.

Make sure that the SENCO has enough time to carry out their duties.

Have an overview of the needs of the current cohort of pupils on the SEND register.

Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development.

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

With the SENCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

**Class teachers**

Each class teacher is responsible for:

Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.

Effectively managing their support staff by sharing planning and liaising about support, groupings and intervention to ensure the support is of high quality and maximum output is achieved as well as fostering an environment of independence.

The progress and development of every pupil in their class.

Working closely with any teaching assistants or specialist staff to plan, assess and review the impact of support and interventions, and consider how they can be linked to classroom teaching.

Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision.

Ensuring they follow this SEND policy and the SEN information report.

Communicating with parents regularly to:

* Set clear outcomes or targets and review progress towards them
* Discuss the activities and support that will help achieve the set outcomes
* Identify the responsibilities of the parent, the pupil and the school
* Listen to the parents’ concerns and agree their aspirations for the pupil

**Identification, Assessment and Review.**

Early identification of SEND is key. For some children, SEN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop.

Meeting the needs of all children is the responsibility of all staff at the Music Federation. All staff are alert to emerging difficulties and respond early. In particular, parents know their children best and so it is important that we listen and understand when parents express concerns about their child’s development. We also listen to and address any concerns raised by children themselves.

It is important to acknowledge that slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being record as having SEN at The Music Federation. However, they ay be an indicator of a range of learning difficulties or disabilities. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

A child’s needs may be identified as worthy of concern at any time by any adult involved with the child.

When a member of staff has a concern about potential SEND, an Initial Concerns Referral form is completed and shared with the Federation SENDCo. This form includes a record of discussion with the pupils’ parents/carers as well as ascertaining pupil voice. Following a concern being made to the SENDCo, she will then plan a meeting to discuss and formulate an appropriate plan of action which will be implemented through the ‘graduated approach’. This approach is explained below. It is important to note that the list of tools, assessments, strategies and resources listed below is ever growing as we are keen to expand upon our provision for all four areas of SEND.

**The Graduated Approach: Assess**

In order to understand potential SEND, disabilities or barriers to learning, strategic assessment is essential. Assessment may take many forms and can range from general observation to individual assessment from a professional.

Assessment will be carried out using the following as appropriate:

Early Years

* Teacher and support staff observations
* Discussion with parents
* SENDCo, SLT, Pastoral Team or Safeguarding Team observations
* Foundation Stage Profiles
* SENIT DJ for finely graded assessment
* Pupil Wellbeing Scale
* Readiness for Learning Scale
* Speech and Language Screening ( Delivered by trained school staff)

An Early Years referral for outside agency support or assessment may include:

* Speech and Language referral to our traded therapists ( Currently Rowena Keane and Hayley Thurston)
* Occupational Therapy
* Mindmate
* School Nursing Team
* Continence Team
* Early Help or Jess Cluster
* Area Improvement Partnership Team
* Early Years SENIT ( Special Educational Needs Inclusion Team)
* Visual Impariment Team ( VIT)
* Deaf and Hearing Impairment Team ( DAHIT)

**Key Stage 1 and 2**

* Teacher and support staff observations
* SENDCo, SLT, Pastoral Team or Safeguarding Team observations
* On-going Teacher Assessments that include but are not limited to: Formal assessments each half term, KS1 and KS2 SATS, assessment for learning, Arbor
* Finely graded assessment using the Connecting Steps tool ( Formerly B-Squared)
* Parent voice ascertained through discussion, completion of check lists or profiles such as a sensory profile
* Pupil voice ascertained through discussion, talking mats and planned activities such as ‘How do adults help me’ tool.
* School Records and tracking through Arbor, SENIT DJ and Connecting STEPS
* Medical information- School Doctor, School Nurse, Physiotherapist, Occupational Therapist, Health Visitor.
* Intervention records including pre and post assessments, Individual Learning Plan (ILP), attendance and Individual Behaviour Records (IBP) records
* Attendance and Attendance Improvement Officer (AIO) records
* Sensory profile
* Boxall Profile
* The Regulator 2.0
* ABC form
* Frequency behaviour monitoring
* Strengths and difficulties questionaire
* Dyslexia screening tool
* SENIT assessment tools: Maths, Phonics, cognitive skills, phonological awareness
* Little Wandle Phonics
* Salford Reading Test
* Phonics screening
* Expressive language Checklist
* Receptive Language Checklist
* Social Skills Checklist

A referral for outside agency support or assessment may include:

* SENIT ( Special Educational Needs Inclusion Team)
* Speech and Language Therapy
* Occupational Therapy
* School Nursing Team
* Mindmate
* Visual Impairment Team (VIT)
* Deaf and Hearing Impairment Team ( DAHIT)
* Area Improvement Partnership Team ( AIP)
* Educational Psychology
* Jess Cluster or Early Help referral
* RES team
* St. Giles

Note: Where an Outside Agency is consulted, permission will always be sought from the Parent/ Carer first.

**Graduated Approach: Plan**

Following a robust assessment of needs, a plan in which the agreed next steps is formulated and shared with parents. This plan will be based upon the outcome of the assessments and may include further assessment or referrals to external agencies.

Depending on the next steps as agreed in the planning process, an Individual Learning Plan (ILP), Individual Behaviour Support Plan (IBSP), Individual Risk Assessment (IPRA) or an individual provision map (IPM) may be produced. Some pupils may access intervention that is in addition to their good quality first teach. Some pupils may require further adjustments (also known as reasonable adjustments) to be made to their provision in order to maximise their access to the curriculum. In some instances, there may be a monitoring plan where provision remains the same but the child’s progress is monitored over a set period of time and then reviewed.

**Graduated Approach: Do**

Following the development and agreement of a plan, a period of time is then agreed upon in order to implement any changes, additions or adjustments to the child’s provision or curriculum. This is usually for a minimum of 6 weeks and generally around 12 weeks depending on the plan. At this point, a review will take place. On occasion, it may be necessary to hold a review sooner than planned.

**Review**

Parents are involved in the review process through meetings with the Class Teacher, parents evening meetings or SENDCo led review meetings. Within a review meeting, the child’s targets will be discussed and progress towards the target will be classified as expected, greater than expected or less than expected. A decision will then be made about the child’s provision; whether to continue with the current provision, make adaptations to the provision, to discontinue with a provision ( e.g. if the intervention has been successful or come to the end of the programme) or to try something different.

It is important to note that the SENDCo will not be present at all review meetings. Often, it will be the Class Teacher who will be reviewing a child’s progress and targets. The SENDCo does receive and monitor all review documentation and ensures that the next steps are implemented.

For pupils on the SEND register, there will be a review with parents held at least termly. This may be in person, over the phone or via TEAMS/Zoom. Where a parent cannot attend, school will do everything they can to re-arrange. As this is not always possible, a review record will be shared with parents with the option of adding their comments or arranging a discussion with school.

**Links with other agencies and voluntary organisations**

The Music Federation works with the following external agencies:

* JESS Cluster
* Local Authority Special Services E.g SENSAP for cognition and learning/inclusion, SENIT, DAHIT, VIT, Educational Psychology, Area Improvement Partnership, REACH
* Speech and Language Therapy Service
* School Medical Services including: School Nursing Team, physiotherapy, feeding team, Occupational Therapy
* Education Welfare
* Social Services

**Working in partnership with parents.**

Building positive working relationships with parents and families is of utmost importance to us so that we can work together to ensure the best possible outcomes for our pupils.

To do this, we will:

* Involve Parents / Carers in discussing and reviewing all school-based responses and interventions.
* Aim to foster positive relationships by approaching parents in an open and supportive manner, and being clear about timescales, expectations of processes and in signposting where appropriate.
* Hold regular parent events including SEND and Jess Cluster coffee mornings, stay and plays and work shares, as well as special events such as music performances.

**Access to the curriculum and levels of support**

The Federation will ensure access to a broad and balanced curriculum for all children including those pupils with SEND. The Class Teacher will ensure that planning is flexible ( they will adapt the curriculum as appropriate) to meet the needs of all the children and ensure progression, relevance and differentiation. Teachers will set relevant targets to respond to their pupils’ diverse needs and overcome any barriers to learning.

**School-based SEN provision**

Pupils receiving SEN provision will be placed on the school’s SEND register. These pupils have needs that can be met by the school through the graduated approach as explained above. Where the pupil’s needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school’s notional SEND budget.

**Education, health and care (EHC) plan**

Pupils who need more support than is available through the school’s school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school’s notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant- FFI).

**Building Adaptations and Special Features**

The schools have full wheelchair access, except the Children’s Centre at Windmill which has external wheelchair access only.There are disabled toilets and a hygiene suite in each school.

There are several adapted intervention spaces to support SEND pupils at Windmill. We have handrails down all ramps. High handles on specific classroom areas for safety. Magni-locks are on many building doors. An Individual Risk Assessment will be put into place if it is felt that there is any risk to a specific child and it will detail how adults in the setting will reduce the risk of injury. Where a pupil is admitted into school with a specific physical disability which requires a setting audit from the Leeds Accessibility Team, this will take place as soon as possible to ensure the accessibility and safety of that child.

**Allocation of resources for pupils with SEND**

The schools receive funding for SEND from:

* General Capitation
* Funding for Inclusion (FFI)

The Headteachers and the Governors will allocate staffing and resource levels according to the level of need to be met. The SEND budget for practical resources is added to annually from the base budget following an annual audit. The majority of funding for SEND is used for staffing [teaching and support]. The number of support staff the schools employ depends upon the school budgets. When the budgets are known decisions are made by Governors following consultation with the Head Teacher and SENDCO about levels of support with due regard to the provision required by SEND pupils on the SEND Register. Additional funding can be applied for ( FFI) when a child is in the term before the funding years of Reception, Year 3 and Year 5 and where they meet criteria and a graduated approach can be evidenced. The SENDCo attends annual training sessions to ensure they are fully adept at making funding applications and up to date with funding changes within the LA.

**Admission and Transition Arrangements**

At The Music Federation, we understand that change is challenging for all of us. Pupils with SEND are supported through effective transitions at each stage of their education.

The admission arrangements for pupils with SEND but without a EHC Plan do not differ from those arrangements for other pupils, except in circumstances where there are behaviour or attendance issues that may require a phased return to school.

As an inclusive mainstream school, children who do have an EHC plan will be admitted to school providing that the Executive Headteacher and the governors are confident that all their needs as stated in their EHC plan can be fully met within the setting.

At the Year 5 Annual Review for pupils with an EHC Plan, transfer to High School will be discussed.

The Year 6 Annual Review for pupils with an EHC Plan will be held as soon as possible in the year so as to amend the Plan as necessary, naming the chosen high school.

**Staff Training**

**September 2023- July 2024**

Last updated December 23

* All teaching and support staff within The Music Federation are trained to at least Level 1 Autism Awareness standard and many staff are trained to Level 2. There are two Autism Lead Practitioners within school who are trained to Level 3. Staff receive ongoing autism awareness input from the SENDCo and Lead Practitioners. School also works closely with STARS and the Speech and Language Therapy service, who provide essential support, assessment and tools to staff working with pupils who have autism.
* Team Teach training takes place annually and there are staff on both sites who are Team Teach Trained. This training is carried out by Leeds Health and Safety Team.
* Visual Impairment training and sensory difficulties linked to visual impairment training.
* Finely Graded Assessment (SENIT)- using Connecting Steps to track the progress of pupils working at Pre-Key Stage 1 standards.
* Early Career Teacher training on SEND was delivered to the ECTs in September, covering the key principles of SEND including the notion of inclusion, equality and diversity and the four areas of need. Also covered was an introduction to key documentation: The SEND Code of Practice and key records that The Music Federation use e.g. individual learning plans ( ILPs) Individual Behaviour Support Plans ( IBSPs) and Education Health Care Plans ( EHCPs) to name a few.
* Ongoing SEND training from the SENDCo. Within the academic year 2023-24 there have been training sessions covering the following: The graduated approach, early identification of needs, assessment and planning for pupils with SEND, provision mapping ( both class and individual), flexible groupings, roles and responsibilities of staff in relation to SEND. Upcoming training in 2024 includes: Emotional Coaching ( delivered by the Educational Psychology team), Understanding the four areas of SEND, Planning for pupils who are tracked using the Developmental Journal ( SENIT and Early Years)
* Staff Google Drive in which an extensive collection of resources linked to the four areas of need as well as the graduated approach are held. Staff are regularly encouraged to access this drive and new staff are trained on how to make the most of the resources available within the drive. This resource is constantly being updated and staff are informed of new documents, links and resources available in the drive.

A high level of training and support is available to all staff within The Music Federation so that all staff feel well equipped to identify and support pupils with special educational needs and or disabilities. This includes but is not limited to: Work with the SENDCo on a whole class/group/individual basis. Planning support. Access to the full SENIT training offer through Leeds For Learning. Work with external agencies e.g. the Visual Impairment Team. Guidance, support and training from a Teacher of the Blind and a Speech and Language Therapist ( weekly). Work in partnership with the Area Improvement Team. Access to a wealth of resources through Leeds For Learning and the SEND staff drive. Weekly PDMs ensure that staff receive up to date information and training in all areas of learning. A weekly briefing gives the SENDCo and SLT the opportunity to raise awareness, impart knowledge or check for understanding amongst staff. Regular assessment of staff confidence and knowledge in the area of SEND takes place, the most recent being through the SEND Audit process in October 23. CPD and training or support opportunities are then planned based on feedback.

**Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Tracking pupils’ progress

Completing half termly provision maps

Carrying out the review stage of the graduated approach in every cycle of SEN support in order to review the impact of intervention, adjustments, targetted or specialist provision as well as updating individual support documents.

Using pupil and staff questionnaires

Monitoring by the SENCO and Strategic Leadership Team

Holding annual reviews for pupils with EHC plans

Feedback from the pupil and their parents

Through feedback from our working partnership with the Special Educational Needs Inclusion Team.

A SEND Audit is periodically undertaken by the LA. The most recent SEND audit was undertaken in October 2023.

Through the SEND school action plan which feeds into the School Evaluation document. This is regularly reviewed and updated.

Through the SEND Governors report that is updated at least termly and generally half termly.

Through OFSTED inspections.

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**Monitoring and evaluating this policy**

This policy was approved on 4 December 2023. It’s effectiveness will be monitored and evaluated by all key stakeholders, namely the Executive Headteacher, Headteacher, Deputy Headteacher, SENDCo and school Governors through regular meetings with the SENDCo and policy review meetings.