



**Inspiring Futures  
Through Learning**

## Special Educational Needs and Disabilities

28<sup>th</sup> September 2020

### **Our IFtL Family**

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

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<b>Policy name:</b>	IFtL Special Educational Needs and Disabilities Policy
<b>Version:</b>	V2
<b>Date relevant from:</b>	September 2020
<b>Date to be reviewed:</b>	September 2021 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
<b>Role of reviewer:</b>	IFtL Head of Education
<b>Statutory (Y/N):</b>	Y
<b>Published on website*:</b>	1A

<b>Policy level**:</b>	1
<b>Relevant to:</b>	All employees through all IFtL schools and departments
<b>Bodies consulted:</b>	Employees Trade unions School / department governance bodies
<b>Approved by:</b>	IFtL Board of Trustees
<b>Approval date:</b>	20 <sup>th</sup> September 2020

**Key:**

**\* Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**\*\* Policy level:**

1. Trust wide:
  - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
    - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
  - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
    - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
    - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
  - These are defined independently by schools / departments as appropriate
    - o *Approved by school / department governance bodies.*

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## Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We raise aspirations and expectations of pupils with Special Educational Needs or Disabilities to ensure they achieve success and make progress in all aspects of their development.

## Aspirations

We strive to promote and create environments in which all children with Special Educational Needs or Disabilities can achieve and reach self-fulfilment. We also aim to fully identify and understand the needs of the individual and personalise provision and support with an understanding that all children are different.

## Core Values

We believe that all children can succeed and reach their full potential, in line with their individual needs, abilities and talents. We value the importance of a nurturing environment where the pupils feel supported whilst also gaining independence on their developmental journey. At IFtL schools we look beyond the external presentation of behaviour to fully understand the specific needs of a pupil and continually reflect on best practice and provision that would facilitate their progress.

**The Curriculum Impact for all children, including with special educational needs is:** - that all schools within the Trust, through their curriculum, aim to enable children to become:

**High achievers & successful learners** who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;

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- Know about big ideas and events that shape our world.

**Confident individuals** who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

**Responsible citizens** who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

**Ready for learning** at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

**Purposeful learning experiences** provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;

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- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

**Engaged Individuals** who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Aspire to be the best they can be;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

## Success indicators

All schools within the trust will implement the following indicators:

- 1) We use a range of provision to ensure the individual needs of the pupils may be met.
- 2) Our schools all adhere to Section 69 of the Children and Families Act (2014); Special Educational Needs and Disability Regulations (2014) and the Special Educational Needs and Disability Code of Practice 0-25.
- 3) Pupils with Special Educational Needs or Disabilities feel confident, happy and self-fulfilled within our schools.
- 4) Provision is constantly reviewed and the effectiveness evaluated in order to provide the best possible support for individuals.
- 5) Pupils with Special Educational Needs or Disabilities develop academically, socially and emotionally, making progress towards their specific outcomes.
- 6) All stakeholders feel like their contributions are valued in deciding best practice.
- 7) All schools will publish a comprehensive Special Educational Needs Information Report annually and Local Offer on their website.

## Types of Special Educational Needs and Disability

As detailed in the SEND Code of Practice 0-25, a child has SEN if they have 'a learning difficulty or disability which calls for special educational provision to be made for him or her' (2014). This may be because they have a significantly greater difficulty in learning than their peers or a disability that hinders them by making of facilities.

There are four broad areas of SEND, that cover a range of needs that our pupils may have:

- 1) Communication and Interaction
- 2) Learning and Cognition
- 3) Social, Emotional and Mental Health Needs
- 4) Sensory and/or Physical



In line with the Code of Practice for SEND, all schools within the IFtL trust fully acknowledge that any form of exclusion cannot be given in relation to the above areas of SEND.

Children in our schools may be identified as having Special Educational Needs or Disability and placed on the SEND register as school support in order to receive further provision to aid their learning. Some children in our schools may have Education Health Care Plans and need a higher level of bespoke provision.

## **Identification and Assessment**

IFtL schools ensure early identification of SEND and use a range of assessment tools, looking at the whole child including their social and emotional development and wellbeing alongside their learning. The specific tools and approaches used by the schools will be detailed in their school's Special Educational Needs Report. In some instances, external specialists may be needed in order to support this process. Our Special Educational Needs Coordinators look beyond the external behaviour that is presented to identify the specific need that may be in one or several of the broad areas of SEND detailed above.

## **Graduated Response**

Our schools work within the guidance of the Code of Practice for SEND and use a graduated response to Special Educational Needs that begins with ensuring all our children receive quality first teaching of a broad and balanced curriculum that is differentiated. Some children with SEND may also need further support that is additional to and different from their peers directly related to their specific outcomes or if they have an EHC Plan a more personalised, bespoke approach.

With this graduated response, our schools acknowledge that it is fundamental to be reflective and adopt a plan, do and review cycle for each child. This review cycle ensures that our pupils continue to make progress, but enables each school to evaluate their provision and ensure best practice is adopted alongside new initiatives and interventions.

## **Funding**

Funding for our children with Education Health Care Plans comes directly from the Local Authority and the decision on how this is spent to support the needs of the child is detailed in their Education Health Care Plan alongside the specific short term outcomes. This decision is managed by the SENCo and Senior Leadership Team in each school in collaboration with external specialists, the Local Authority and the parents. In addition to this, High Needs Top Up funding may be applied for by schools in cases where a child does not have an Education Health Care Plan but still requires bespoke provision and/or a completely personalised timetable.

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## Teaching Approach and Provision

In all of our schools, the teachers are responsible and accountable for the progress of all their pupils, including those with Special Educational Needs and/or Disabilities. Our pupils receive high quality teaching from their teachers first and foremost and also might receive a range of different provision that is based around their specific needs. This will be detailed on their individual documentation and also include emotional and social provision as well as academic. Provision is ever changing with the review and evaluation progress and specific details of provision, equipment and facilities offered by each school can be seen within the school's Special Educational Needs Information Report. Further provision offered through the Local Authority for provision outside of school can be seen on the Milton Keynes Council Website through the Local Offer.

Each school is also committed to improving their accessibility and will have a disability plan that details how they are increasing disabled pupils' ability to participate in the curriculum; improving the physical environment of the school and improving the availability of accessible information to disabled pupils.

## Collaboration

At IFtL we work in partnership with families in order to provide the best possible learning experience for the pupils within our schools. Parents will be invited by the schools to contribute and discuss their child's progress and provision. This may be through discussions with the class teacher or formal review meetings. In the unlikely event that parents are not satisfied, they should seek to discuss the matter with the SENCo in the first instance and the Head teacher of the school in the second. In the very unlikely event that parent/carers need to discuss a concern further than this, please direct them to a point of contact within the trust.

The thoughts and feelings of our pupils are also fundamental in planning and reviewing their outcomes and the provision that they receive. Our schools therefore value this and ensure their voice is heard throughout the whole of their education with us in the most appropriate way for the individual child.

## Internal and external support

Across the IFtL trust there is lots of experience and expertise of staff working with children with Special Educational Needs and Disabilities. All of our Special Educational Needs Coordinators have either completed or are working towards the National Award for Special Educational Needs Coordinators. Our schools work in partnership with each other to harness the wide-ranging expertise and ensure the maximise benefit to all our pupils.

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We are also fully committed to staff training and continued professional development to ensure all our staff are confident in delivering the highest quality teaching and provision for our pupils with SEND.

If external support is required, IFtL schools also have strong links with the Local Authority and relevant health care services.

## **Transition**

At IFtL we understand transition to other schools for pupils with Special Educational Needs can be daunting. Each of our schools therefore offer transition support to pupils, whether this is for children leaving or entering the school at whatever point in their education. We also have strong links with our feeder schools and nurseries in order to ensure that our pupils feel confident and successful with their changing environment. Details of the specific support offered by each school can be found in the school's Special Educational Needs Information Report.

## **Safeguarding Statement**

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp or Sarah Bennett; within ITTP and/ or TS, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership requirements, including the Milton Keynes Whistleblowing Policy and procedures.

