



# Interaction & Communication

— Academy Trust —

# ICAT SEND Policy

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## 1. Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014), with reference to the following guidance and documents:

- Equality Act (2010): advice for schools DfE (Feb 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## 2. Aims

The Interaction and Communication Academy Trust (ICAT) is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We work closely with pupils, their families and other support services with the aim of providing the best possible learning experience for all our pupils.

## 3. Headlines from the Code of Practice

The 2014 Code of Practice outlines a new approach to SEND provision. This system came into place in September 2014 and includes the following key changes:

- Children are now supported via Education, Health and Care Plans (EHCP). These plans provide a holistic, multi-disciplinary approach to meeting the special educational needs of the child. The EHCP supports children from birth-25 years
- Children and their families are central in EHCP discussions with a particular focus on a child's own views and aspirations and the parents' experience of and hopes for their child.
- Teachers are expected to deliver 'Quality First Teaching'.

## 4. Defining SEND

The 2014 Code of Practice says that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv).

## 5. Admissions

ICAT is a special academy Trust catering for pupils aged 3-19. Places at our schools are commissioned by the respective Local Authorities and determined by the Authority's Special Educational Needs Assessment and Commissioning Team in consultation with our Principals. All pupils admitted to the Trust have undergone a statutory assessment and have an Education Health and Care Plan (EHCP).

## 6. Consultation

When considering the suitability of a placement, the school considers the needs

of the pupil and also considers the effect a potential pupil may have on the existing school population in terms of behaviour, health and safety, quality of learning within the class group and potential risk to other pupils. Consultation with the Principal of each school and can take up to 15 days.

### **7. Pre-placement visits**

Prior to an admission the school's Pastoral Manager and SENCo arrange a home visit to meet the family of the prospective pupil and arrange a visit to the school. All visits to the school are pre-arranged to minimise disruption to learning and ensure the relevant staff members are available. Where possible, a member of our team also visits the pupil in their current educational setting.

### **8. Supporting transition**

Pupils may be admitted to ICAT from a variety of other schools. They may have been at that school for a number of years or as part of transitional arrangements. The length and structure of transition is tailored to pupils' specific needs agreed between the family and the two schools. Liaison will take place between the feeder school, SENACT and ICAT to ensure that all relevant information has been transferred. On arrival highly experienced staff conduct additional assessments so we have a full understanding of a pupils learning, social and emotional development. As we cater for pupils in Key Stage 2, 3 and 4, carefully planned and supportive transition takes place within the school and is personalised to need.

### **9. SEN provision at ICAT**

In line with the principles outlined in the 2014 Code of Practice and the Children and Families Act of 2014, ICAT aims to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for all pupils.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Ensure, where necessary, that examination access arrangements are in place.
- Enable all children to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all children to the life of the school.
- Work in partnership with parents to ensure that they are aware of their child's special needs and that there is effective communication.
- Collaborate with health and social care services to provide support for pupils and their families.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

At ICAT, we are aware that there are other needs that may require additional support. These are not considered SEN but may still impact on progress and attainment:

- Disabilities and medical conditions

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked after child (LAC)
- Being a child of a serviceman/women
- Any other underlying reason that requires a response.

## 10. Curriculum

At ICAT, we have developed an exciting and innovative SEMH curriculum, which focuses on preparedness for adulthood. The purpose of our curriculum is to provide a positive and supportive framework, which helps to develop:

- Confident individuals, who lead safe, health and fulfilling lives
- Successful learners, who enjoy school, make great progress and achieve a range of qualifications
- Responsible citizens, who make productive contributions to society

To do this we focus on the acquisition of knowledge, skills and understanding in the following areas:

- Identity
- Communication
- Relationships
- Health & Well-Being
- The Wider World

Within this framework we provide a broad, balanced and differentiated curriculum that supports all pupils to push the boundaries of their potential and promotes their spiritual, moral, cultural, mental and physical development. When ready and able, pupils access a core curriculum, including English, maths and science and a subject and vocational curriculum that enables all pupils to gain appropriate qualifications and accreditation. At the centre of this are our pupils' Education, Health and Care Plans through which we focus on the essential knowledge and skills they need to be good citizens and make the most of the opportunities, responsibilities and experiences of adult life.

## 11. Nurture

To meet the needs of learners with very specific and often extremely complex needs, where appropriate our curriculum is delivered in-line with the six principles of nurture:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Within these groups, trained staff support learner development through nurture practice, responding to learner needs in terms of developmental progress in an environment that offers a balance of education and domestic experiences. Each nurture group is organised around a structured day with predictable

routines in which great attention is paid to detail. The adults are reliable and consistent in their approach to the young people, and there is an emphasis on the adults engaging with the learners in shared activities such as play, meals, reading, and talking about events and feelings.

## **12. The role of the SENCo**

The SENCo, in collaboration with the leadership team and the governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision within the school, to improve the outcomes of the students. They take the day to day responsibility of the operation of the SEN policy, working closely with staff, pupils, parents, carers and outside agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching and provision across the school. Through INSET and outside professional input, further guidance and training is disseminated to staff.

The SENCo, with the support of the leadership team, seeks to develop effective ways of overcoming barriers to learning through the analysis and assessment of pupils' needs and through setting targets for improvement. They will ensure that resources are allocated effectively and used to maximum effect.

## **13. Quality First Teaching**

Class teachers are accountable for the progress of all the pupils in their class. The aim is for all teachers at ICAT to provide Quality First Teaching. Class teachers are required to:

- Demonstrate knowledge and understanding of how pupils with special educational needs and disabilities learn and how this impact on teaching.
- Utilise a range of specialist strategies and interventions to support pupil progress.
- Contribute to the specialist design and provision of a curriculum suited to the needs of pupils with SEND.
- Demonstrate a critical understanding of developments within SEND and reflect this understanding in daily practice.
- Set goals in accordance with pupils' special educational needs, considering information provided in personalised provision maps, reports and EHCPs etc.
- Lead and develop statutory processes such as statement/EHCP reviews.
- Make use of a range of sources to monitor progress, set targets, and plan subsequent lessons.
- Utilise a range of specialist strategies to promote behaviour for learning including establishing clear classroom routines.
- Employ a range of support strategies and documents such as risk assessments and behaviour plans.
- Liaise with other agencies and respond to relevant advice to ensure a holistic approach to SEND provision

## **14. Specialist Interventions and Therapeutic Working**

ICAT recognises the benefits of targeted and measured interventions to provide bespoke sessions for our learners. Complemented by external training, we seek to create a versatile and well-trained staff team who are skilled in the delivery of specific interventions. This includes a range of specialisms including

nurture; reading; maths; social and emotional learning and social interaction or pragmatic communication skills. ICAT refers to and works closely with a variety of external agencies.

As a staff team we understand the holistic and integrated approach that is required to fully support our pupils' needs and ongoing development. We collectively utilise a range of interventions and strategies that allow us to 'work therapeutically'. Pupils are able to access sessions as part of their everyday routine that will enable physiological and emotional regulation via a variety of therapeutic intervention. This can include elements of art, music, play, animal and talk therapies, alongside targeted movement and meditation sessions.

### **15. Monitoring and Review**

All students have a pre-arranged statutory annual review of their EHCP. Where there is a significant change of need or provision, the annual review will be brought forward. Progress is monitored through the stages set by Classroom Monitor and a range of both standardised and observational data. This data is tracked and reviewed through termly personalised provision maps, incorporating target setting which involves the pupil and parents/carers. These are completed by classroom teachers and monitored by the SENCo. In addition to this, frequent communication through daily reports and frequent phone calls take place between class teachers, support staff and home.

### **16. Moving on**

When the pupil is ready to move to their next provision, school or college, there is a carefully planned transition programme where pupils, parents, school staff and all relevant outside agencies are involved at every stage.

### **17. SEN Information and Advice Services**

In line with our objectives, we liaise with parents and carers and agencies at every stage of their child's placement to ensure smooth transitions and allow greater control and choice. Where parents and carers feel that they need further, impartial support they can contact their local authority. Further information can be found regarding the Local Offer if you go on the relevant Local Authority websites.

### **18. Complaints procedure**

As part of the normal school practice, parents and carers are welcome to discuss the provision made for their child with the SENCo, class teacher, and/or Head of School. Parents and carers are given the opportunity to be involved in the learning programme and their concerns addressed. If concerns persist, the parent may choose to make a complaint in line with the school's Complaints Policy. The school is committed to responding to the queries of the parents and guardians as soon as possible in line with Chapter 11 of the 2014 Code of Practice.

### **19. Equal Opportunities**

The Trust is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school. This commitment is outlined in our Equality Policy.

**20. The Disability Rights Code of Practice**

The Equality Act 2010 prohibits schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils, or in relation to exclusions from the school. ICAT will not treat disabled pupils less favourably for a reason relating to their disability and will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

**21. Medical conditions**

We recognise that pupils at school with medical conditions should be supported to have full access to the curriculum, including school trips and physical education. Some may be considered disabled; in which case we will comply with the Equality Act 2010. Further information can be found in our Equality Policy and our Supporting Pupils with Medical Conditions Policy.