



SEND Policy and Information Report

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1. Aims

Our SEND policy and information report aims to:

- Set out how our academies will support and make provision for young people with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As special academies, meeting the needs of young people with SEND is our core purpose and therefore our vision and values are of an inclusive nature and we provide a curriculum, resources and ethos that aims to deliver a personalised offer for each young person.

Our strap line;

'Together we build brighter futures for our young people with SEND' is achieved through a very personalised focus using their EHCPs as a basis for individualised planning, threading through a focus on preparation for adulthood and employability.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association.

3. Definitions

A young person has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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. All pupils in our Trust have an EHCP which describes the provision that they need.

4. Roles and responsibilities

4.1 The SENDCO

There is an identified SENDCO in each academy.

They will:

- Work with the Head of Academy and Trustees to determine the strategic development of SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of Academy and Trustee board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all young people with SEND up to date

4.2 The Head of Academy

The Head of Academy will:

- Work with the SENDCOs and SEND Trustee (Lynn Watson) to determine the strategic development of the SEND policy and provision in the Trust
- Have overall responsibility for the provision and progress of learners in all outcomes

4.3 Class teachers

Each class teacher is responsible for:

- The progress, well-being and development of every pupil in their class
- Working closely with any teaching assistants or specialist colleagues to plan and assess the impact of support and interventions
- Reviewing each young person's progress and development and decide on any changes to provision through SEND meetings
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our academies currently provide for a range of needs, including:

- Communication and interaction, for example, autistic young people, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Involving pupils and parents

All the academies in our Trust have an open-door policy for parents and aim to communicate regularly with parents/carers. We will have annual discussions with the pupil and their parents when identifying and/or reviewing their special educational provision as laid out in their EHCP. These conversations will make sure that;

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child/young person
- Everyone is clear about the agreed provision
- Everyone is clear on what the next steps are for the young person

We are committed to working with parents as partners in their child's education.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** through the academy student learning plan. This document links the aspirations and aims laid out in the EHCP in to measurable annual or termly targets.

The class or subject teacher will carry out a clear analysis of the young person's progress against their targets.

This will draw on:

- The teacher's assessment and experience of the young person
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant and associated evidence base
- The individual's development in comparison to national data/measures where appropriate
- The views and experience of parents
- The young person's own views
- Advice from external support services, if relevant

The assessment will form the teacher's report for the EHCP review process. All teachers and support colleagues who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the young person's progress.

5.4 Supporting our young people moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the young person is moving to. We will agree with parents and pupils which information will be shared as part of this. There is a thorough induction process in each academy that prepares pupils well for transition through visits to their new school/college, meetings to discuss needs and a hand over of information.

5.5 The curriculum and learning environment

High quality teaching is our first step in responding to young people who have SEND. Teachers are provided with a range of training in meeting a range of needs. This is supported through the multi-disciplinary team as well as coaching and feedback from Senior and middle leaders. The curriculum is designed to meet the needs of the whole child, developing social, communication, physical, emotional and academic aspects.

We make the following adaptations to ensure all pupils' needs are met:

- Personalising our curriculum to ensure all young people have a tailored offer, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing ratios
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, teaching key vocabulary, reading instructions aloud, using symbols and signing etc.
- Using well-chosen resources, clear routines, and communication support

Our Strategic Plan focuses upon developing subject and SEND knowledge for all our teachers and teaching assistants. We need to have skilled practitioners who fully understand how to teach the full range of abilities, the subjects they teach and the barriers that certain conditions and disabilities may pose and how best to overcome them.

5.6 Additional support for learning

We have teaching assistants who are trained to support in class and where necessary work on a 1:1 with a young person. There is a behaviour support manager in each academy who supports and advises on behaviour regulation and well-being. There is also a family worker/safeguarding lead in each academy who ensures that children are safe, and families are supported in issues such as attendance.

Each academy has its own multi-disciplinary in put through Speech and Language Therapy (SALT) provision, Occupational Therapy (OT) and Educational Psychologist (EP) on a part time basis. They contribute to the education process through the development of planned programmes or strategies that will support the child to learn.

5.7 Evaluating the effectiveness of SEND provision

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

- Reviewing young people's individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using student & parent questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for young people with statements of SEND or EHC plans
- Internal quality assurance reviews termly in each academy
- External reviews e.g., Peer Reviews
- Ofsted inspections

5.8 Equality and accessibility

All of our extra-curricular activities and academy visits are available to all our young people , including our after-school clubs.

All young people are encouraged to go on residential trip(s) that meet their needs. They are encouraged to take part in sports day/school plays/special workshops, etc. No one is ever excluded from taking part in these activities because of their SEND or disability without genuine good reason which is fully consulted upon and recorded. This information is monitored by Trustees.

5.9 Support for improving emotional and social development

All of our academies have strong pastoral support through their tutor or class teacher. They also have key adults that they can approach e.g., safeguarding lead if they have any safeguarding concerns, the behaviour support manager if they have concerns of over their own behaviour or that of others.

We provide support for pupils to improve their emotional and social development in the following ways:

- Encouraging student voice
- Strong provision of Social Moral, Cultural and Spiritual education
- Strong PHSEC offer (including cultural capital)
- Safeguarding issues addressed through the curriculum
- We have a strong approach to managing incidents of bullying.
- Social groups are an important aspect of all academy's education programme

We also have a number of colleagues in each academy trained in responding to child mental health issues.

5.10 Working with other agencies

As explained in 5.7 each academy has their own MDT in place. However, sometimes external support is required e.g., through mental health services, dietician services, etc. This external support is often reached through formal processes such as EHCP meetings, Early Help meetings etc.

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head of Academy in the first instance. They will then be processed in line with the school's complaints policy.

The parents of young people with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our academies has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 Contact details for raising concerns

The initial contact for a formal complaint is to the Head of Academy.

5.13 The local authority local offer

Our contribution to the local offer is published on each academy's website. Our local authority's local offer is published on each academy's website.

6. Monitoring arrangements

This policy and information report will be reviewed by the CEO annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Trustees

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour (Readiness to Learn policy)
- Equality information and objectives
- Supporting pupils with medical conditions
- Educational Visits Policy
- Public Sector Equality Objectives

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