

SEND Policy

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1 Aims

Our SEND policy and information report aims to:

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

It is the aim of this academy to provide every child with the best education possible. Our objective in setting out the academy's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the academy.

We will:

- Identify pupils with special educational needs as early as possible and ensure that their needs are met
- Have in place systems whereby teachers are aware of such pupils
- Provide all pupils in the academy with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, the local governing board, Local Authority and outside agencies
- Ensure all pupils make effective progress and realise their full potential
- Ensure all pupils play a full and active role in school life

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 pupil 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 the 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.

4 Roles and Responsibilities

By law, all mainstream schools are required to have a SENDCO. However, unlike in mainstream schools, where SENDCOs are legally required to be qualified as a teacher/in the process of qualifying, there is no such requirement in special schools/academies and alternative provision schools/academies.

That said, at our academy we identify a member of staff with oversight of SEND.

4.1 The SENDCO

Emma Davis, Assistant Headteacher has oversight of SEND. From 13.06.22 the new Deputy Headteacher David Marlow will take over responsibility and is a qualified SENDCO.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- 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 SEND, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Respond to consultations for places from the local authority
- Oversee the annual review process.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Core Teachers

Each core teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5 **SEN information report**

Our academy currently provides additional and/or different provision for a small range of needs, including:

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Additionally, the academy may cater for pupils with medical conditions that prevent them from attending mainstream school.

6 **Identifying pupils with SEN and assessing their needs**

Whilst identification is usually associated with mainstream provision, on occasion it may be the case that pupils come onto the academy roll part way through an assessment or without an assessment or diagnosis.

All pupils at our academy undergo regular assessments. These assessments are used to obtain an accurate picture of the pupil's academic levels as well as a better understanding of their strengths and areas for development. We are then able to see what type of provision would be most appropriate and whether any additional support is necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We consult with other professionals who know the pupil including the Local Authority, Child and Adult Mental Health Service (CAMHS), Social Services or the Youth Offending Service (YOS).

At times a particular need may present itself when the pupil has been at the academy for a longer period of time. We would then act to assess their needs appropriately, make any necessary referrals and put in place the right level of support.

When concerns are raised regarding a pupils' particular needs, we will follow a graduated approach to addressing these needs. This will involve the following:

- Discuss concerns with parents and seek further information
- Consider the pupils educational history as well as support accessed prior to attending the school
- Consult with all staff working with the pupil
- Observe the pupil and gather information about the particular needs
- Put in place relevant intervention or support
- If necessary, refer on to a specialist service such the Educational Psychology Service or Child and Adolescent Mental Health Service (CAMHS)

We will review the pupils progress and assess whether the support or intervention has been successful and whether further support is necessary

7 Complaints about SEN provision

If a parent/carer has concerns about the way the academy is responding to the special educational needs of his/her child, then initial contact should be made with the site lead and then either Emma Davis, Assistant Headteacher or David Marlow, Deputy Headteacher.

Parents/ carers may seek advice on resolving disagreements from the Local Authority. The Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about education issues to parents/carers of children who have Special Educational Needs and/or Disabilities. They can be contacted on 01629 533668.

8 Contact details of support services for parents of pupils with SEND

Further support services for parents/carers of pupils with SEND include:

Derbyshire Information Advice and Support Service (DIASS) for SEND offer free, confidential, impartial information advice and support to parents, carers, children and young people up to the age of 25 about SEND and exclusion from school. Their website is:

<https://www.derbyshireiass.co.uk/home.aspx>

9 The Local Authority local offer

Further information regarding the Derbyshire County Council's Local Offer for children and young people with SEND can be found at:

<https://localoffer.derbyshire.gov.uk/#!/directory>

10 Monitoring Arrangements

This policy will be reviewed by the Headteacher and SENDCO every year. It will be updated during the year, should any change be required, including changes to legislation, statutory guidance and school procedure.

The policy will be approved annually by the Local Governing Board/Trustees.