



# Special Education Needs and Disabilities (SEND) Policy

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## Aims

The Archer Academy aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum. The Archer Academy aims to promote excellence, inclusion and enjoyment for all students with Special Educational Needs and Disabilities (SEND). All students benefit from high self-esteem and we seek to promote this across our school, but specifically within our SEND provision. The Archer Academy fundamentally believes that every teacher is a teacher of every child; including those with SEND.

The whole school vision for SEND is that the educational experience for learners with SEND or other disadvantaged groups to be as consistently good as it is for learners without SEND. There will be an equity of educational experience across all groups. There will be the recognition that every child is different. Progress will be promoted in all areas and through all interventions.

In providing for children with Special Educational Needs and Disabilities we aim to deliver the following provision:-

- develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender, sexuality or background and to give everyone access to the whole curriculum;
- identify the needs of children, as early as possible, in order to support their physical, social, emotional or intellectual development through our strong relationships with local primary schools and our transition programme;
- embrace inclusion for all students and ensure a policy of integration into all activities of the school. Children's special educational needs are picked up early and support is routinely put in place quickly;
- listen carefully to our students to enable them to be part of any identification process and have the opportunity to vocalise the support they feel they need;
- employ staff who have the knowledge, understanding and skills to provide the right support for students with SEND;
- make sure that there is a consistent, whole-school approach to the identification and provision for students with special needs throughout the school;
- keep parents and carers of SEND students fully informed of their child's progress and the support they can expect the school and other services to provide;
- monitor and evaluate the child's progress, providing the appropriate information and records as part of this process;
- foster a school culture in which all students are supportive of students with SEND;
- comply with the 2014 Code of Practice.

We aim to realise the potential of all of our students and aim to raise the aspirations of all students identified as SEND. We set ambitious targets for all students and focus on securing strong outcomes for every young person.

We identify our more able, gifted, and talented cohort as having SEND. This policy should therefore be read in conjunction with our Most Able policy.

Our aims are achieved through the following objectives:

- Careful identification and provision for students who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- Appoint a Special Educational Needs Co-ordinator (SENCO) to lead work with the SEND Inclusion Policy
- Provide support and advice for all staff working with special educational needs students

### **Inclusion Statement**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;

### **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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **Identification and Assessment of Special Educational Needs**

A pupil has SEN if they have a learning difficulty or disability that 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.

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs

and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The approach used by staff to support the identification process:

- establishes what has been done before, when and by whom
- clearly identifies that teachers are responsible for the students they teach in their classes and recognises that additional interventions cannot compensate for good quality classroom teaching.
- involves termly reviews of whole school data which may lead to a regularly changing and evolving register. Underachievement over time may contribute to this changing picture, following further analysis. An ‘assess – plan – do – review’ cycle is in place to ensure this process is robust.
- highlights the role of formative assessment tools to support SENCO and teacher judgements.

**The three stage Graduated Approach**

Universal level - Personalised learning	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term then they become ‘Catch Up’.
Targeted Level – SEN Support	Those that are under achieving but will make progress with some provision in/out class. If the child still makes no progress then the child will be added the SEND register under the category of ‘SEN Support’.
Specialist Provision - EHCP	A child receives specific support in and out of class funded by the local authority (LA).

**Transition from Primary School**

Our comprehensive transition programme is a key feature of the Archer Academy. This involves regular opportunities for students, their teachers and parents to raise and discuss issues surrounding SEND significantly in advance of a student starting with us. We aim to begin transition support with students with an EHCP, or any SEND needs, as early as possible. Formal SEND meetings with teachers, parents and students take place within our transition programme as well as regular informal opportunities for families and teachers to spend time with us.

**How a student will be supported**

**Monitoring Provision**

It is the Head of Department and the class teacher’s responsibility to monitor the progress of students in their classes each half term and identify those that are significantly below

what is expected or those that have not made progress. These students are classed as 'catch up' and are identified as such through Departmental Enhanced Analysis Reports and through SIMS tracking. Teaching staff should establish what the area of concern is and what support will be put in place for the student. These students are closely monitored by the teacher through targeted work. Students are actively involved in this process and provided with regular opportunities to voice their opinions regarding areas of difficulty or types of additional support.

If the student makes no progress or is still below expected levels after a term then a decision will be made, in conjunction with the SENCO, about whether the student needs to go on the SEN register at the level of 'SEND Support'. If there is a particular concern that the student is not making any progress then a Pupil Passport is to be written with the student and the parents. Students are expected to be actively involved in the process of writing a Pupil Passport.

If the Head of Department/class teacher has concerns regarding a student in another area, such as sensory, behaviour or communication (See School Action Triggers), then a **Cause for Concern Referral Form** should be completed and the issue discussed with the SENCO. The SENCO is responsible, with support from the class and head teacher, in deciding whether a Pupil Passport or further action is to be taken.

All students identified as SEND are highlighted within SIMS as a group of learners. The progress of SEND learners is reviewed at each data collection. Intervention programmes are monitored and observed to ensure that they are having a positive impact on the learners involved.

### **SEND Support**

The triggers for a range of interventions could be the teacher's or others' concerns, underpinned by evidence, about a student who, despite receiving adapted learning opportunities, displays any of the following characteristics:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

A student may join us in Year 7 having been identified as SEND Support at Key Stage 2. This would be reviewed as part of their baseline assessments and appropriate support developed as necessary. A student may not necessarily be identified as SEND Support because they have been previously at primary school.

We will seek the support of other assessing professionals when considering whether to categorise a student as 'SEND Support'.

They should be provided with up to date information about the student, including all previous interventions. External support services, both those provided by the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on whether a Pupil Passport is necessary and accompanying strategies.

Other factors we consider when deciding to record a student as 'SEND Support' is if they:

- continue to make little or no progress in specific areas over a long period;
- continue working at levels substantially below that expected of children of a similar age;
- continue to have difficulty in developing literacy and mathematics skills;
- have an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- have sensory or physical needs, and require additional specialist equipment or regular advice or visits by a specialist service;
- have an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning;
- interventions put in place by teachers have had little or no impact on learning or progress.

### **Progression to EHC Needs Assessment**

If after advice from other professionals, the school and parents consider that help is needed in addition to the school's allocated resources, the SENCO and parents complete a form requesting an EHC Needs Assessment by the LA.

Papers are forwarded to the SEN Admin team at the relevant borough, who will forward to the Complex Needs Panel. The Panel is comprised of the Head of SEND with representatives from external agencies and other schools. The panel will decide whether to proceed with the EHC Needs Assessment and the development of an EHCP.

Should the panel decide against an EHC Needs assessment it is then up to the school to look again at provision for the child and to formulate new strategies and a Pupil Passport.

If the panel agrees to proceed with an EHC Needs assessment, the SENCO prepares further documentation about the child, which is sent to the Special Needs team where, in consideration with similar documents from other involved professionals, an Education Health Care Plan (EHCP) is completed.

The SENCO or keyworker is responsible for drawing up a Pupil Passport to meet the objectives set out in the EHCP. The EHCP must be formally reviewed at least annually. The annual review is chaired by the SENCO.

Each EHCP student is allocated a Lead Practitioner who oversees the students who fall into their SEN 'area of need'. The Lead Practitioner is the main interface between home and school and between the staff and the student. They will lead on interventions, liaise with any relevant outside agencies and act as the point of contact for the student and parents.

## **Working with and supporting staff**

### **Pupil Passports**

Strategies employed to enable a student to progress may be recorded within a Pupil Passport, which sets out targets and teaching strategies that will support students in making progress. Pupil Passports should be written in consultation with the student and parents and identified Teaching Assistants, where appropriate. These strategies and interventions are additional to those that students will receive through the normal differentiated curriculum. Pupil Passports support teachers in delivering appropriate support by setting targets and teaching strategies that will support students in making progress.

Pupil Passports should focus on up to three or four key individual outcomes and should include information about:

- the short term SMART targets set for or by the student (Specific, Measurable, Achievable, Realistic, Timed).
- the teaching strategies to be used.
- the provision to be put in place.
- when the plan is to be reviewed.
- success and/or exit criteria.
- outcomes (to be recorded when the Pupil Passport is reviewed).
- the views of the parent and child.

Pupil Passports should be kept under review as a working document and should be shared with all the staff who work with the students, their form tutors and Heads of Year as an additional support document highlighting best practice for each individual student.

Pupil Passports should be reviewed at the end of each term with the student and parents. A copy of the amended and evaluated Pupil Passport is filed by the SENCO. An electronic copy of the Passport is stored in the SEND folder in T docs.

### **Training**

Training and information is provided to staff in a range of different ways:

- There is always a SEND session at the September inset to brief staff on new EHCP students with a reminder on where to find important information
- SEND training is included in the annual ECT/PGCE training schedule
- One-off sessions on particular students or areas of need
- Series of sessions on a particular subject such as adaptive teaching



## **SEND Files**

The SENCO keeps accessible SEND files which are monitored by the Headteacher.

The SEND File includes:

- a list of 'SEN Support' and 'EHCP' students.
- analysis of progress of each intervention over time.
- notes and minutes of meetings with parents and TA's.
- evidence of training.
- notes and minutes from meetings with external agencies.
- a section for each students Provision Map or Passport.

These files are shared with teachers and the Teaching Assistant team.

## **Individual SEND Files**

Each student has their own file, which is kept by the SENCO in a lockable filing cabinet. These files contain everything that concerns that child, including Pupil Passports and reports from outside agencies. Class teachers/Heads of Department/Head of Year will be given a copy of reports as needed; these may be shared collectively with staff through staff meetings.

## **Working with Parents**

We aim to promote a culture of co-operation with parents, as well as schools, LAs and others specialist external agencies. We will do this through:

- our transition programme and partnerships with local primary schools;
- ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCO;
- involving parents as soon as a concern has been raised;
- actively involving students in discussions about their progress and areas for development through our Learning Review Day (LRD) process;
- providing access to Lead Practitioners or the SENCO to discuss their child's needs and approaches to address them;
- supporting parents' understanding of external agency advice and support;
- undertaking Annual Reviews for children with EHCPs;
- carrying out an annual parent survey.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set. When a child needs additional in class support it is at the teacher's discretion as to if/how the concern is passed on to the parent but if the parent is informed then there must be an explanation of what the school are going to do to support the child and what the parent can do to help at home. Individual meetings should be arranged for parents to enable them to effectively support their child at home.

If the child has a Pupil Passport then parents will be invited to contribute to it. There would normally be a meeting where the needs of the child are discussed and targets are drawn up together, so that the parent knows what is expected of the child, school and parent.

## **Roles and Responsibilities**

The Special Needs Coordinator (SENCO) is Kathrynne Bickers.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) 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 students with SEN up to date

## **The role of the governing body**

The SEND Governor is Karen Gubbay.

The Governing Board has identified a governor to have oversight of special educational needs and disability provision in the school. They help to ensure that the full governing board is kept informed of how the school is meeting the statutory requirements. The key responsibilities of the SEND Governor are to:

1. Ensure that appropriate steps are being taken to deliver progress for SEND students, which is above national expectations and 'closing the gap' between these students and their peers.
2. Ensure that the governing board regularly reviews the SEND policy, and
  - i. provide input into how well it is operating within the school;
  - ii. identify any barriers to the implementation of the policy.
3. Provide effective links between the staff and the governing board by:
  - i. developing a good relationship with the SENCO;
  - ii. reporting on key developments/challenges to the full governing board meeting, following meetings with the SENCO;
  - iii. taking a central role in discussions about SEND policies/provision at key governing board/committee meetings.

The governing board has a legal duty to:

- do its best to ensure that all students with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- ensure that parents are notified of a decision by the school that their child has special educational needs;
- establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis
- ensure that the SEND Code of Practice, 2014, is followed
- meet the SENCO on a termly basis to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND students are actively involved in all aspects of school life;
- ensure the school takes opportunities to meet and talk with parents of SEND children.
- keep informed about developments in the area of special educational needs, nationally, locally and within the school

### **The Role of the Headteacher**

The responsibilities of the Headteacher include:

- involvement with parents as partners in the learning process
- determining the pattern of work, timetable and role of the SENCO
- supporting the SENCO with queries or complaints from parents
- liaising with the SENCO
- liaising with the LA with respect to policy and enactment
- ensuring that the SEND Policy is implemented as described
- involvement in how children with SEND are integrated within the school as a whole
- liaising with external agencies
- ensuring that the legal requirements of current legislation are met within the school
- keep the Governing Body well informed about SEND within the school
- ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- ensure the SENCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date
- give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities expected
- publishing an annual Local Offer Statement and SEND Information Report on the school website
- give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school using the formula below to calculate time.

### **The Role of the Class teachers**

Each class 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

This policy will be reviewed annually by the Education and Standards Committee.

### **Reference documents**

- SEND Code of Practice, 0-25 Years, September 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Children & Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

- Special Education & Disability Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

## SEND Cause for Concern Referral Form

*(Please complete this form with as much detail as possible)*

Name of student \_\_\_\_\_ Tutor Group \_\_\_\_\_ DoB \_\_\_\_\_

Date submitted:

1. Please tick which area(s) of SEN is/are of concern for this student

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this student.

4. Please detail any other factors which might be relevant i.e. recent conversations with Parents.

Action taken by SENCO: