



ETONBURY  
ACADEMY

**POLICY TITLE:**

**SPECIAL EDUCATIONAL NEEDS POLICY**

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**STATUS:**

Statutory

**REVIEWED BY:**

Local Governing Body (JBE)/Principal

**DATE OF APPROVAL:**

March 2019

**FREQUENCY OF REVIEW:**

Annually

**DATE OF REVIEW:**

March 2020

**AUTHOR:**

SENCO/Principal

## **1. Rationale and Aim**

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within the trust and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the trust schools so that the needs of children and young people with SEND are fully met.

## **2. Policy**

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

## **3. Procedure**

### **Definitions:**

The 2014 Code of Practice states that a child or young person has SEN if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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."

"A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

A disability is defined by the Equality Act 2010 is "...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer students will require such support.

### **Identifying SEND:**

Students will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness. Students are screened for varying learning needs in Year 5 and Year 7 to support teacher's assessments.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **Special Educational Provision**

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.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

The trust will take a graduated response to supporting children and young people with SEND (link to CBC SEN Graduated Response documents).

The special educational provision in place should follow the four part cycle:

**1. Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

**2. Plan.** This is likely to involve the SENCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

**3. Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

**4. Review.** The progress of students who are receiving SEN Support should be reviewed termly and the academy should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

Each academy within the trust will outline its special educational provision in their provision map documents (see appendices), which will form the basis of the academy and trust offer.

Where a child has SEN that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' on the SEN profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the academy will enter their names on their SEN profile as requiring SEN Support, set up a Personal Provision Plan (PPP) and review this termly with parents to review progress.

Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance, of three cycles of 'Plan, Do, review' on requesting an assessment for an Education, Health and Care Plan. Children with EHC Plans under the 2014 Code of Practice will have a PPP set up and a passport with the details of their plans, and have their progress reviewed annually with parents by a member of the teaching staff.

A child with a EHC Plan relating to Autistic Spectrum Condition may well be placed by the local authority in our LA commissioned Specialist Provision for young people with ASC.

**English as an Additional Language (EAL):**

Students will be identified as having EAL if their language spoken in the family home is that other than English. We support students for whom English is an additional language. All staff are made aware of the need and adjust plans accordingly. We monitor their progress carefully and provide learning support and mentoring for those students who are not making expected progress. Please contact the SEN if you feel that your child needs more help in this area.

**Transition:** The academy will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. A transition plan will be written annually and shared with parents as part of the transition materials.

**4. Monitoring and Evaluation**

This policy and the effectiveness of SEN support will be monitored throughout the academy year as part of the usual self-evaluation systems in schools.

Every year, individual schools will publish, on their websites, a SEN Information Report in response to section 6.74 of the Code of Practice (Clause 65)

**5. Implementation and Review**

This policy will be implemented by the staff and the SENCO oversees the day to day implementation.

It will be published on the academy website alongside the SEN Information report, and the academy governors will be informed at review which will take place annually in the summer term.

**Academy Contact:**

**Etonbury Academy**

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