

Special Educational Needs and Disability (SEND) Policy

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 at Etonbury Academy and to have 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 school so that the needs of children and young people with SEND are fully met.

All staff and governors in the Academy are aware of the importance of identifying and providing for children who have SEND. They will ensure that children with SEND can join in the activities of the school together with students who do not have SEND so far as is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Legislative Compliance

- This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.
- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework January 2014 Ofsted SEN Review 2010 "A Statement is not enough" Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

3. Procedure

Definitions:

The 2015 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 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:

The level of support initially provided to students in Year 5 is based upon data from a range of sources including lower school records, Key Stage 2 assessments and baseline testing carried out when they come to Etonbury. Baseline assessments consist of GL English and Maths progress tests, as well as Access Reader Test in KS2, and EXACT testing in Year 7 upwards. If further testing is required the SENDCo will formally assess them using a range of standardised tests.

Progress is then formally assessed and reviewed on at least a termly basis. For students joining the Academy mid year, a similar range of data will be collected to enable informed decisions to be made. 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.

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 2015 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 learning support 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 school will take a graduated response to supporting children and young people with SEND.

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

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.

Plan. This is likely to involve the SENCo, working with teachers, young people and their parents 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.

Do. The 2015 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 learning support assistants or specialist staff involved to plan and assess the impact of targeted interventions.

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.

Etonbury Academy will outline its special educational provision in their provision map documents, which will form the basis of the school offer.

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

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, in SIMS, as requiring SEN Support, set up a Personal Provision Plan (PPP) and review this termly, providing opportunities for parents to discuss, with the school, the student's 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 on requesting an assessment for an Education, Health and Care Plan. Children with Education, Health and Care Plans under the 2015 Code of Practice will have a PPP set up, and have their progress reviewed termly with parents by a member of the teaching staff.

A child with a statement or EHC Plan relating to Autistic Spectrum Condition may well be placed by the local authority in the Trust's LA commissioned Specialist Provision for young people with Communication and Interaction Needs.

4. Transition

The school will work closely to ensure a smooth transition at all transfer points to make sure that there is clear communication about SEND. The SENDCo will begin to build relationships with families before they attend the school.

5. Accessing the curriculum

A broad and balanced curriculum is made available to all students, including those with SEND. When learning needs inhibit students from accessing areas of the curriculum, a graduated and bespoke programme of study and support will be implemented. In some cases, the level of support provided to students will increase over time, in others the progress students make will enable support to be decreased or even withdrawn.

A range of support activities are provided for students with SEND including before and after school clubs, in class support, additional interventions and sometimes withdrawal from lessons for small group teaching. Depending upon available resources, the Academy will access support from external agencies where learning needs cannot be fully met from within the school. In all lessons, the curriculum will be differentiated to meet the needs of individual students.

Schemes of learning will reflect whole school approaches for teaching and learning and will emphasise Quality First Teaching to adapt for students with SEND. The Academy also has the use of The Den which is used to withdraw and reintegrate students who require this type of additional support. The Den also provides a safe space at break and lunch times for vulnerable students or those who require additional support during these more unstructured times in the Academy day.

6. 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 the school will publish, on the websites, a SEN Information Report in response to

section 6.74 of the Code of Practice (Clause 65)

7. 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 school website alongside the SEN Information report, and the school governors will be informed at a review which will take place annually in the Autumn term.

8. Author and Date

Miss I Phillips SENDCo.

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Next Review: December 2022

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