

## **POLICY ON ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

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## CONTENTS

1.0 POLICY OUTLINE.....	4
1.1 POLICY.....	4
1.2 VISION.....	4
1.3 AIMS.....	4
1.4 OBJECTIVES.....	4
2.0 LEGISLATION AND GUIDANCE.....	6
3.0 DEFINITION OF SEND.....	6
4.1 ADMISSIONS.....	6
5 ROLES AND RESPONSIBILITIES.....	7
5.1 THE SENDCO.....	7
5.2 THE SEN GOVERNOR.....	7
5.3 THE HEADTEACHER.....	8
5.4 CLASS TEACHERS.....	8
6.0 SEN INFORMATION REPORT.....	8
6.1 SEN PROVISION.....	8
6.2 IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS.....	9
6.3 CONSULTING AND INVOLVING STUDENTS WITH PARENTS AND CARERS.....	10
6.4 ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES.....	10
6.5 APPROACHES TO TEACHING STUDENTS WITH SEND.....	11
6.6 SCHOOL INFORMATION REPORT.....	12
6.7 OUTCOMES.....	13
6.7.1 QUALITY OF TEACHING AND LEARNING.....	13
6.7.2 PROGRESS.....	13
7 TRANSITIONS.....	14
8 MANAGING STUDENTS' NEEDS ON THE SEN NEEDS REGISTER AND CRITERIA FOR EXITING THE SEN REGISTER/RECORD.....	15
9 SUPPORTING STUDENTS AT THE ACADEMY WITH MEDICAL CONDITIONS.....	16
10 PARTNERSHIP SUPPORTING STUDENTS AND PARENTS/CARERS.....	16
11 ADAPTATION TO THE CURRICULUM AND LEARNING ENVIRONMENT.....	17
12 MONITORING AND EVALUATION OF send.....	17
13 TRAINING AND RESOURCES.....	19
14 STORING AND MANAGING INFORMATION.....	19
15 WORKING WITH OTHER AGENCIES.....	19
16 COMPLAINTS ABOUT PROVISION.....	20
17 DEVELOPING RESILIENCE.....	21

18 LINKS WITH OTHER POLICIES .....	21
19 POLICY REVIEW .....	21

## 1. POLICY OUTLINE

This policy sets out our vision and principles for children and young people with SEND and our expectations. The offer in our curriculum and wider activities can be found in the SEND Information Report which is also published on our website.

### 1.1 POLICY

Our Special Educational Needs (SEN) and information policy aims to:

- Set out how the Academy will support and make provision for students with Special Educational Needs or Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing that support and those provisions to students with SEND.

### 1.2 VISION

Ken Stimpson Academy exists to provide quality first teaching in a supportive and caring environment to develop the potential of each learner. Every teacher is a teacher of every child or young person, including those with SEND.

This will be achieved through the following aims:

### 1.3 AIMS

- To ensure that there is equality of opportunity for all students regardless of gender/background/ability.
- To provide a curriculum that allows all students to realise their full potential, make progress relative to their starting points and thereby enable them to make a positive contribution to society.
- To provide a safe, healthy, orderly, sustainable and cohesive school community.
- To ensure effective engagement with our students, parents/carers, local communities and partners.

### 1.4 OBJECTIVES

The Academy will do its best endeavours to:

- 1.4.1 Identify and provide for students who have SEND or additional needs. SEND is defined in the Children and Families Act 2014 (C&F Act 2014 section 20) as when a child has a disability or learning difficulty needing Special Educational Provision (SEP) to be made for them. This SEP is defined within the C&F Act 2014 as any education or training provision that is different from that generally available to other children, in a mainstream provision of the same age, in order to receive

the best possible outcomes.

- 1.4.2 Use its 'best endeavours' to ensure that SEP is made for a student as outlined in C&F Act 2014 section 66. Parents/carers, children and young people (CYP) to be part of this conversation and aware of this SEP.
- 1.4.3 Keep clear records of provisions put in place and the outcomes expected to be achieved. Progress towards outcomes will be recorded, reviewed and shared with parents/carers and CYP.
- 1.4.4 Contact the Local Authority (LA) who are responsible for carrying out a statutory assessment of a CYP under the C&F Act 2014 section 38(8) if a student's needs cannot be met through the provisions available to the Academy within 'SEN Support' and they may have been identified as having SEND or may have SEND. The LA must assess the Education, Health and Care Plan (EHCP). Any therapies or specialist support deemed to be required by the CYP are specified in the SEND provision section of the EHCP. Without them, the CYP would not be fully able to access education or training.
- 1.4.5 Review the progress of all those with an EHCP within 12 months of it being finalised and within each subsequent 12-month period as stated in the C&F Act 2014 section 44. Evidence will be collected by the Academy and the LA will take one of the following actions:
  - i. Amend the EHCP in line with recommendations.
  - ii. Leave the EHCP as it is.
  - iii. End the EHCP as all the objectives have been met.
- 1.4.6 Identify all CYP with additional needs but without an EHCP under one single group of children known as 'SEN support'. These students receive provisions over and above that of teacher differentiation. They will be part of the new approach to meeting the SEND needs of all CYP through an Assess, Plan, Do, Review (APDR) cycle of interventions. Under the new code of practice, the Academy is only required to provide support to the 'best of its abilities' within the resources, staff, finance and expertise available.
- 1.4.7 Place on its website a SEN Information Report under the C&F Act 2014 s 69. Links will be made to the LA Local Offer of additional provisions for those with SEND.
- 1.4.8 Provide a Special Educational Needs coordinator (SENCo) who will work within the guidelines of the SEN Policy.
- 1.4.9 Provide support and advice for all staff working with students with identified SEND.
- 1.4.10 Provide good quality teaching and learning experiences which engage and support SEND students to make good progress.
- 1.4.11 Ensure students and parents/carers have a voice in the process.

## 2.0 LEGISLATION AND GUIDANCE

2.1 This policy and information policy is based on the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND.
- The SEND Regulations 2014, which set out schools' responsibilities for EHCPs, SENCos and the SEN Information Report.
- The Equality Act 2010 which sets out the schools' responsibility in relation to inequalities in education.

2.2 This policy also complies with our Funding Agreement and Articles of Association

## 3.0 DEFINITION OF SEND

3.1 A student has SEND if they have a learning difficulty or disability which calls for SEP to be made for them.

3.2 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.
- 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.

3.3 Special Educational Provision is educational or training provision that is additional to, or different from, that made generally for other CYP of the same age by mainstream schools.

## 4.1 ADMISSIONS

4.1 In accordance with the Academy's Admissions Policy and the Education Act 1996, the Local Governing Committee (LGC) will admit a student with a statement of special educational need or EHCP where the statement/EHCP names the Academy, and providing the Academy can meet the needs of the student. This provision does not apply to those students who may have SEND but do not have a statement/EHCP. These students will be admitted in the same way as other applicants.

4.2 To access the Autism hub provision, students must meet the following eligibility criteria and be placed by the LA:

- Have a completed EHCP.
- Have a diagnosis of Autism Spectrum Condition (ASC)
- Do not generally require a place in a special school but would find it difficult to make adequate progress and close their attainment gap in a mainstream school without support.
- Need intensive and individualised support with specific aspects of their learning eg speech and language input, literacy and language development.
- Are age appropriate to the Key Stages.

## 5. ROLES AND RESPONSIBILITIES

### 5.1 THE SENDCO

The SENDCo shall be appointed by the Headteacher and from time to time and their identification shall be published on the Academy website. They can be contacted on 01733 765950 or [senenquiries@kenstimpson.org.uk](mailto:senenquiries@kenstimpson.org.uk) He/she will:

- 5.1.1 Work with the Headteacher and SEN Governor to determine the strategic development of the policy and provision in the Academy.
- 5.1.2 Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of special provision made to support individual students with SEND, including those who have an EHCP.
- 5.1.3 Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching, adaptive to their needs.
- 5.1.4 Advise on the graduated approach to providing SEN support.
- 5.1.5 Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- 5.1.6 Be the point of contact for external agencies, especially the LA and its support services.
- 5.1.7 Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned.
- 5.1.8 Work with the Headteacher and LGC to ensure that the Academy meets its responsibilities under the Equality Act 2010 in regard to reasonable adjustments and access arrangements.
- 5.1.9 Ensure the Academy keeps the records of all students with SEND up to date.

### 5.2 THE SEN GOVERNOR

The SEN Governor will:

- 5.2.1 Help to raise awareness of SEND issues at LGC meetings.

5.2.2 Monitor the quality and effectiveness of SEND provision within the Academy and update the LGC on this.

5.2.3 Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the Academy.

### 5.3 THE HEADTEACHER

The Headteacher will:

5.3.1 Work with the SENCo and SEN Governor to determine the strategic development of the SEN policy and provision in the Academy.

5.3.2 Have overall responsibility for the provision and progress of learners with SEND.

### 5.4 CLASS TEACHERS

Each class teacher is responsible for:

5.4.1 The progress and development of every student in their class

5.4.2 Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

5.4.3 Working with the SENCo to review each student's progress and development and decide on any changes to provision.

5.4.4 Ensuring they follow this SEN policy.

## 6.0 SEN INFORMATION REPORT

The Academy's SEN Information Report is displayed and published on the Academy's website. This is updated at least annually.

### 6.1 SEN PROVISION

The Academy currently provides additional and/or different provision for a range of needs, including:

6.1.1 Communication and interaction for example, Autism Spectrum Condition (ASC), Asperger's Syndrome, speech and language difficulties.

6.1.2 Cognition and learning, for example, dyslexia, dyspraxia.

6.1.3 Social, Emotional and Mental Health (SEMH) difficulties for example, Attention Deficit Hyperactivity Disorder (ADHD).



- 6.1.4 Sensory and/or physical needs, for example, vision impairments, hearing impairments, processing difficulties, epilepsy.

## 6.2 IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS

6.2.1 The Academy based process of identification of SEND is based on the following:

- Information from the LA.
- Close liaison with partner primary schools' SENCos.
- Primary school visits to aid transition.
- Key Stage 2 Standard Assessment Test (SATs) results.
- The 's own assessment.

6.2.2 The Academy will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress of all students (this may include progress in areas other than attainment, for example social needs) and identify those where progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

6.2.3 The class teachers could use the following to make assessments:

- Monitoring, assessment and feedback from students' work
- Observations during lesson times.
- Concerns expressed by tutors, teachers, parents/carers and support staff.

6.2.4 Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Behaviour concerns do not automatically indicate a SEND need. Investigations maybe required to determine underlying needs that may present with particular behaviours that will be as a SEND need.

6.2.5 When deciding whether special educational provision is required, the Academy will start with the desired outcomes, including the expected progress and

attainment, and the views and the wishes of the student and their parents/carers.

- 6.2.6 The Academy will use the desired outcomes to determine the support that is needed and whether it can provide it by adapting our core offer, or whether something different or additional is needed.

### 6.3 CONSULTING AND INVOLVING STUDENTS WITH PARENTS AND CARERS

6.3.1 The Academy will have an early discussion with the student and their parents/carers when identifying whether they need SEP. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- Parent/Carer concerns are taken into account.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

6.3.2 Notes of these early discussions will be added to the student's record and given to their parents/carers.

### 6.4 ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES

6.4.1 The Academy acknowledges that students that make slow progress and/or have slow attainment do not necessarily have SEND. There are many factors that impact on progress and therefore it will not automatically lead to a student being recorded as such. In addition, the Academy acknowledges, that progress in line with chronological age data does not mean that there are no learning difficulties or disability. The impact of issues linked to SEMH can impact on a CYP's wider educational development and progress. Teachers should monitor closely any changes and alert the SENCo to potential learning difficulties. These should be discussed with the Head of Year (HOY), pastoral and safeguarding teams' staff where appropriate.

6.4.2 The Academy will follow the graduated approach and the 4-part cycle of an Assess, Plan, Do Review (APDR) cycle.

6.4.3 The class or subject teacher will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.

- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The student's own views.
- Advice from external support services, if relevant.

6.4.4 The assessment will be reviewed regularly.

6.4.5 All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The Academy will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## 6.5 APPROACHES TO TEACHING STUDENTS WITH SEND

6.5.2 The Academy believes that teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

6.5.3 Where the student struggles to make progress, despite quality first teaching, further investigation is needed to put effective provision in place. A 4-part **APDR** cycle is initiated in order to fully explore the CYP's needs to progress.

- ASSESS:** The CYP's needs will be explored to build a profile of their current position. External agencies may be asked to support in this collection of information and the parent/carer and CYP will be asked for their views.
- PLAN:** The CYP and SENCo will devise a plan including strategies, for parents/carers and teachers to support the CYP in making satisfactory progress. Targets will be set and reviewed. The plan will be formalised and agreed in consultation with parents/carers.
- DO:** The subject teacher and LSA's or other support staff work together to plan and assess the impact of the interventions.
- REVIEW:** The effectiveness of the intervention and progress made will be reviewed and evaluated with the parents/carers of the CYP alongside the attendance data analysis for the progress to be seen. These will then feed into the next steps.

6.5.4 The outcomes of the APDR should be evaluated with the parents/carers of the CYP. The evaluated outcome will result in one of the following:

- The student has made progress, the cycle reverts to wave 1. There continues to be concerns, requiring more focused investigation or support.
- A specialist may be contacted at this point eg Educational Psychologist, Children and Adolescent Mental Health Services (CAMHS), specialist teacher from the LA, Speech

and Language therapist (SALT) or occupational therapist (OT)

- III. When the Academy has taken relevant and purposeful action, and the student has not made accepted progress, then the Academy or parents/carers can make a referral for an EHCP assessment. For the Academy to be able to do this, it will require to have had the student at the Academy for at least 6 months to a year, to build a profile with our APDR.

6.5.5 **Students who have an EHCP.** It is the SENCo who is responsible for ensuring appropriate provisions are in place and support is provided to meet the CYP's needs.

- i. The Academy will monitor and review the progress made by the CYP termly holding an Annual Review meeting including the parents/carers, CYP and any other professional who may be involved with the CYP or family, to be invited to attend.
- ii. 4 weeks' notice will be given for the Annual Review and information will be circulated to all attendees 2 weeks before (where possible). Progress made against outcomes will be discussed and new outcomes agreed where appropriate.
- iii. Within 4 weeks of the meeting, the LA will decide whether it will keep the plan as it is, amend the plan, or cease to maintain the plan. They will notify the CYP, parents/carers, the Academy and other institutions that attended the meeting of their decision.
- iv. The LA will notify the parents/carers of the CYP of their right to appeal, the time limits and the requirements for them to consider mediation including support and advice and disagreement resolution services should the EHCP be amended.
- v. **Children in Care (CIC) / Previously Children in Care (PCIC)**, it is important that the Annual Review of any EHCP of a child who also has a Personal Education Plan (PEP) coincides. The Academy must work closely with any other relevant professionals including the virtual schools head and social worker to decide any review of educational provisions for the CYP.

6.5.6 The various levels of provisions are fluid processes built on a cycle of interventions.

6.5.7 Students that exhibit persistent disruptive or withdrawn behaviour, where ongoing concerns exist that are not resolved through quality first teaching strategies should be raised through the pastoral team, mainly the HOY. Where it is thought domestic circumstances may be contributing to the behaviour seen, evidence should be collated and discussed with the HOY. This may then be used to initiate an Early Help Assessment (EHA), to be explored for accessing support.

## 6.6 SCHOOL INFORMATION REPORT

6.6.1 The Academy will publish on its website the policy for students with SEND. This will regularly be reviewed and updated and identify arrangements for meeting the Equality Act 2010. Information includes:

- i. Kinds of SEND provided for.
- ii. A summary including SENCo contacts details, arrangements for consulting CYP with

SEND and their parents/carers, for assessing and reviewing CYP's progress towards outcomes, transition arrangements, approaches to teaching those with SEND, the expertise and training of staff to meet the needs of those with SEND including how specialist support will be secured.

- iii. An evaluation of the effectiveness of provisions available.
- iv. Identification of how those with SEND are engaged in activities across the Academy and how these are adapted to ensure inclusivity.
- v. Provision for improving emotional and social development, including pastoral support arrangements and prevention of bullying.
- vi. How other support bodies, including health and social care, LA services, voluntary organisations, are involved in meeting the students need with SEND and provide support for families.
- vii. Arrangements for handling complaints from parents/carers of children with SEND.
- viii. The Academy's contribution to the Local Offer including information pointing to the LA Local Offer.
- ix. A member of the LGC should be named.
- x. Effectiveness of the use of resources and expertise should form part of the whole Academy monitoring and review processes and link into whole Academy improvement and developmental planning.
- xi. Progress of those with SEND should form part of the review cycles with termly reviews of provisions and an Annual Review.

## 6.7 OUTCOMES

### 6.7.1 QUALITY OF TEACHING AND LEARNING

The Academy will ensure that the quality of teaching and learning for all students, including those with SEND, will form part of the Academy's performance management process and the professional development of staff.

- 6.7.1.1 High quality teaching, assessment and review forms the norm across the Academy.
- 6.7.1.2 Provision that is different or additional is monitored and through the upskilling of teachers, that the number requiring provision, is reduced.
- 6.7.1.3 Ongoing high-quality training is recognised and will form a clear element in training events.

### 6.7.2 PROGRESS

The Academy will review information collected on CYP with SEND data collection and review

points identifying any patterns and comparing these to National data.

- 6.7.2 **Use of data for identification.** The Academy recognises the benefit of early intervention and targeted provision to improve long term outcomes for CYP. Assessment will be undertaken on entry for reading, spelling, writing and numeracy. Cognitive assessments will also be undertaken. Data will be scrutinised alongside Key Stage 2 data to inform teaching and set provision required.
- 6.7.3 CYP who are identified as working below age related expectations will receive additional support with progress reviewed regularly to narrow the gap. Where the gap does not start to narrow or additional concerns are raised by the SENCo and their team, the SENCo will undertake further investigations. Evidence will be considered to see if a CYP may have a disability under the Equality 2010 Act and reasonable adjustments will be made.
- 6.7.4 Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Behaviour is no longer an acceptable way to describe a SEND and underlying needs will be responded to and supported that may present with particular behaviours.

## 7 TRANSITIONS

7.1 The Academy works in close partnership with its feeder primary schools. Parents/carers are encouraged through their primary school to agree to share information in advance where there may be a need for additional provision and SEND to be supported.

- Annual Reviews in Year 5 will be attended where appropriate to support transition.
- Additional visits and discussions with parents/carers and the child will be explored and where needed further transitions support during Year 6 will be included.
- Workshops will be offered to students of SEND which will allow students to become familiar with the campus.
- For those with an EHCP and where this is known in sufficient time, interventions will be planned and in place for the first few weeks.

7.2 The Academy works in partnership with Post 16 providers. It will work to understand the interests, strengths and motivations of those with SEND and use this to plan support around them.

- **Planning transition Post 16 into Education and Training.** The Academy will enable students to explore the various Post 16 options and help that can be provided to the SEND student to this point.
- In Year 10 more specific courses and providers will be explored including encouragement to attend taster day visits when relevant. In Year 11, students and families will be supported to make a firm decision for Post 16 and to familiarise themselves with their new setting.

- Post 16 CYP with an EHCP moving from the Academy to Post 16 institutions or apprenticeships, will have their plans and provisions reviewed at least 5 months before the move. Others will be reviewed at least 3 months before the March end of year transfer.
- Where CYP change their plans or do not meet the criteria for entry, the plan must be reviewed and LA informed as soon as possible.
- Under statutory guidance within the Autism Strategy, the SENCo should inform the CYP with Autism of their rights to a community care assessment and their parents/carers to a carers' assessment. This should be built into the preparing for adulthood review meeting for those with an EHCP.

7.3 The Academy will ensure that as the CYP gets older they will be increasingly involved in decision making about their future. The Academy recognises that after compulsory school age the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than to their parents/carers. The Academy will continue to involve parents/carers wherever possible and appropriate whilst recognising the decision rests with the CYP.

7.4 From Year 9, and where relevant before, preparing for adulthood will be an explicit element of the conversations with CYP and their families.

7.4.1 **Career Education:** The Academy will ensure that all students between the Years 8 – 13, including those with SEND, are provided with careers advice. The Academy will ensure that it works to raise the career aspirations of those with SEND through this guidance and broadens their career employment horizons. Students will be guided to attend careers events, taster days, work experience, mentoring, enterprise experience, meet role models and inspiring speakers to support discussion and conversations around choices.

7.4.2 The Academy will seek to work in partnership with other agencies such as employment services, the Academies Post-16 providers, alternative education partners, housing agencies, disability organisations, and other relevant agencies as required to ensure that the CYP has knowledge about and understands available support and opportunities as they get older.

## 8 MANAGING STUDENTS' NEEDS ON THE SEN NEEDS REGISTER AND CRITERIA FOR EXITING THE SEN REGISTER/RECORD

8.1 The provision made for students with SEND will be recorded centrally in the SIMS management system, available to teaching, and some support staff as relevant, and kept up to date in line with the Data Protection Act 1998. Focus will be on student progress, outcomes, and rigorous monitoring and evaluation of any SEN support provided. Details of additional or different provision made under SEN support will be reviewed, discussed with parents/carers and include information on the child's progress, expected outcomes from the support and planned next steps. Information systems including provision mapping and person-centred planning will be used to monitor the progress and development of groups of students. Details of SEND, outcomes, teaching strategies and the involvement of any specialists will be recorded

as part of the overall approach.

- 8.2 All students accessing support that is over and above the usual classroom differentiation through first quality teaching will be placed on SEN support and their progress monitored. These interventions could include Literacy or Numeracy lessons, TA support in and out of the classroom, specific subject interventions, and targeted support at social times.
- 8.3 Provision management will also be used strategically to develop SEP to match the assessed needs of students across the Academy and to evaluate the impact of that provision, on student progress.
- 8.4 Should students need additional funding and support from external agencies/specialists than can reasonably be provided through the delegated funds available at the Academy, then in consultation with parents/carers, an application can be made to the LA, to request funding from the high needs block through an EHCP. It may be, in consultation, with parents/carers and other specialists that an EHA is generated to review provision and progress prior to or during the completion, of a SEND coordinated plan.
- 8.5 Those students with an EHCP, accessing funding from the LA high need block, will have their additional funding and support identified and reviewed termly with a formal review annually with parents/carers and students in line with the LA statutory process.

## 9 SUPPORTING STUDENTS AT THE ACADEMY WITH MEDICAL CONDITIONS

- 9.1 The Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some students with medical conditions may also have a disability and where this is the case, the Academy will comply with its duties under the Equality Act 2010.
- 9.2 Some may also have SEND and/or an EHCP bringing together their health, education and care needs and as such the Code of Practice 2014 will be followed.
- 9.3 Students with medical conditions are supported through Individual Health Care Plans written in partnership with parents/carers and healthcare professionals. Full details can be found in the Academy's Medical Conditions policy.

## 10 PARTNERSHIP SUPPORTING STUDENTS AND PARENTS/CARERS

- 10.1 The Academy values working in partnership with all parents/carers. We will seek to involve parents/carers in all decisions. The SEN Department tries to meet regularly with parents/carers of SEND students, whether through regular parents' evenings or separate student progress meetings. For parents/carers of students with an EHCP, the Annual Review process provides an opportunity to discuss and review in depth a student's progress and needs. Parents/carers can request a meeting with the SENCo to discuss their child's learning needs if they have concerns. Together, parents/carers and



teachers can build a far more complete picture of a student and his/her needs than can be done separately.

- 10.2 Parents/carers can find information about SEND on the Academy website as well as through the Local Offer at [www.peterborough.gov.uk](http://www.peterborough.gov.uk). Information can be found here about admissions, the graduated approach to assessing and supporting students with SEND as well as other agencies and specialists that can be contacted for support and advice. Parents/carers can request this information as a hard copy from the LA.
- 10.3 We recognise that the failure of a parent/carer to participate in the partnership may not indicate a lack of interest or willingness on their part.
- 10.4 Liaison with primary schools and post-16 institutions at transition points will form part of a joined-up conversation and clarity of centrally held information will support the transition for students as they travel through each year at the Academy. Students whose needs have been highlighted by teachers for any additional support required in examinations, will be assessed in Year 9 and where relevant applications will be made through the awarding bodies for any external examination access arrangements.
- 10.5 The Academy will keep records of all those who are parents/carers and/or have parental responsibility for each student. When this involves adults in more than one household, we will deal directly with the parent/carer who has day to day responsibility for the student. We will seek to involve all parents/carers or those who have parental responsibility in decisions about their child but recognise that this may require sensitive handling.

## 11 ADAPTATION TO THE CURRICULUM AND LEARNING ENVIRONMENT

11.1 The Academy will make the following adaptations to ensure all student's needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

This is not an exhaustive list of the adaptations and reasonable adjustments that can be made.

## 12 MONITORING AND EVALUATION OF SEND

12.1 All students' progress and attainment is rigorously monitored and reviewed throughout the year. This includes those with SEND. Parents/carers are

updated on progress termly and any interventions and additional provisions are evaluated, reviewed and new targets set against student's individual progress. The SENCo provides information on the progress of those students with SEND to the Senior Management Team (SMT) in academic review meetings. Further evaluation of quality of provision is done through lesson observations, student voice, learning walks, books scrutiny, parent/carer and student questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all students.

- 12.2 The SENCo will report to the LGC on how effectively students with SEN participate in the whole curriculum and all activities.
- 12.3 The Students and Safeguarding Committee will evaluate the success of this policy and of special needs provision within the Academy and in particular will come to judgements about:
  - 12.3.1 The views of parents/carers on the working of parent partnership.
  - 12.3.2 The effectiveness of the staged procedure in meeting needs.
  - 12.3.3 How well students with SEN take part in the whole curriculum of the Academy.
  - 12.3.4 How independent students with SEN become.
  - 12.3.5 How resources have been allocated to and between students with SEN.

## 13.0 TRAINING AND RESOURCES

- 13.1 The Head of Academy will manage the funds allocated through the SEND devolved funding to meet the differing needs of the students in the Academy with SEN.
- 13.2 The LGC requires the Headteacher and the SENCo ensures that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other students, providing that there is no disadvantage to the student to whom they are normally allocated.
- 13.3 The LA will allocate additional funding beyond that contained in the Academy base budget to support students who have an EHCP.
- 13.4 In drawing up the staff development and training programmes, the Head of Academy will give consideration and appropriate priority to the needs of all teachers with regard to SEN. The Academy's in-service training plans for SEN will include details of training for class and subject teachers, the SENCo, LSA's and other support staff.

## 14 STORING AND MANAGING INFORMATION

- 14.1 Information pertaining to the needs of students is securely stored within the SIMS management system of the Academy. All paper files containing reports are stored in locked filing cabinets with access restricted to those requiring knowledge to support them in meeting the CYP's needs.
- 14.2 All records are kept securely in line with the Academy policy on the storage of documents, including the length of time documents should be stored for, when they should be destroyed and how they should be kept.
- 14.3 SEND documents will be passed onto the student's next setting if requested. The Academy has a confidentiality policy which takes into account General Data Protection Regulation (GDPR) and applies to all written student records.

## 15 WORKING WITH OTHER AGENCIES

- 15.1 The Academy will complement and supplement its support network, by working in partnership with other professionals and outside agencies where available. This provides greater support for students whose needs require more specialised or intensive help. The Academy is working with the LA to ensure that where necessary EHA forms are completed. These were formerly known as Common Assessment

Framework (CAF) forms. Under normal circumstances, parents/carers would be consulted before external agencies are involved:

14.4 Partner agencies currently include:

- Early Help Assessments.
- Medical professionals.
- CAMHS.
- Physiotherapist service.
- SALT services.
- Educational Psychology services.
- Wheelchair services.
- Home school liaison office.
- Referral and Assessment team.
- MASG - Multi agency support group.
- Safer schools/police/ school based PCSO
- Occupational Therapist services.
- The SEN and Inclusion Service Officer from the LA.
- ADHD and ASD Outreach Team.
- Further Educational Academies, including Peterborough Regional Academy, City Academy and Stamford Academy to provide tailored transition for individual students, where appropriate.

15.3 The student's parents/carers will always be involved in any decision to involve outside agencies or specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents/carers and teaching staff supporting the student.

## 16 COMPLAINTS ABOUT PROVISION

16.1 The Academy has a clear complaints policy. Any concerns or complaints relating to the implementation of the SEND policy should be referred in the first instance to the SENCo.

## 17 DEVELOPING RESILIENCE

- 17.1 Bullying of any kind is taken very seriously. All instances of bullying are investigated by the pastoral support team and a culture of zero tolerance is enforced by HOYs and Form Tutors. Staff within the SEN Department work closely with CYP to develop their resilience and understanding of the wider world. This can include for example supporting developing friendships, understanding cultural differences and areas of social networking and electronic media. Please refer to the Anti-Bullying Policy.

## 18 LINKS WITH OTHER POLICIES

- 18.1 This policy links with our other policies on:
- Accessibility Plan
  - Behaviour
  - Equality Information and Objectives
  - Supporting students with medical conditions
  - Anti-Bullying

## 19 POLICY REVIEW

- 19.1 The Local Governing Committee will review this policy in line with the procedure for policy review.
- 19.2 Date for Review  
If there is no other reason for a review, this policy will be reviewed every 3 years by the Governors.