

SEND Policy



Believe, Succeed, Together

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1.0 Introduction

A pupil has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him/her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Broad areas of SEND are detailed in paragraphs 6.28-6.35 of the [SEND Code of Practice 2015](#).

2.0 Code of Practice

The [SEND Code of Practice 2015](#) provides statutory guidance on duties, policies and procedures relating to Part 3 of the **Children and Families Act 2014**. The purpose of this policy is not to reproduce the [SEND Code of Practice 2015](#) but to provide a contextual summary of the pertinent information.

3.0 Staffing

Mrs. D. Furnival is the designated teacher responsible for coordinating SEND provision and a BACP qualified counsellor.

Mr. Y. Moyet is the Senior Leader responsible for SEND.

Mrs. M. Gunn is the nominated governor responsible for SEND.

The Academy commissions a range of professionals on a needs basis e.g. educational psychologist, dyslexia specialists, behaviour support, CAMHS advisors etc.

4.0 Admissions

The Academy complies with the [Admissions Code](#).

5.0 Entry Assessment

During the Year 7 Transition Day, all pupils undertake an English and maths task. Analytical data from the tests allows for the following:

- Appropriate setting.
- Targeted support (inside and outside of the curriculum).
- Further diagnostic assessment/testing.

6.0 Equality and Inclusion

All pupils, regardless of whether they have SEND, will have equal access to:

- A broad and balanced curriculum.
- Independent careers advice and guidance (IAG).

Reasonable adjustments will be made for disabled pupils to prevent them from being put at a substantial disadvantage.

Refer to the Equality Policy and Accessibility Plan.

7.0 SEND Provision

A summary of the Academy's main SEND provision is provided below:

- Sets are kept deliberately small – between 10-15 pupils in most subjects.
- LSAs are integrated in the lesson planning phase with teachers.
- LSA are assigned to support pupils in lessons.
- On-going training and development of teaching staff.
- A Learning Enhancement Suite where pupils work in small groups with LSAs.
- Onsite BACP counselling service.
- A Learning Enhancement Club which operates for 1 hour a day, 5 days a week. All LSAs are available during this time to assist SEND pupils with reading, homework etc.
- Facilities that are compliant with the Equality Act 2010.

8.0 SEND Pupils' Attainment and Progress

SEND pupils' attainment and progress is tracked using a bespoke software package called Pupil Achievement Tracker (PAT). Dashboards are produced on a half-termly basis and scrutinised by middle and senior leaders, followed by targeted intervention for those pupils where progress has declined. The aforementioned dashboards are also presented and discussed at the relevant LGB and Board meeting.

SEND pupils' attainment and progress at the end of KS4 is summarised in a report which is published on the Academy's website in September. Additional analysis is provided through Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR).

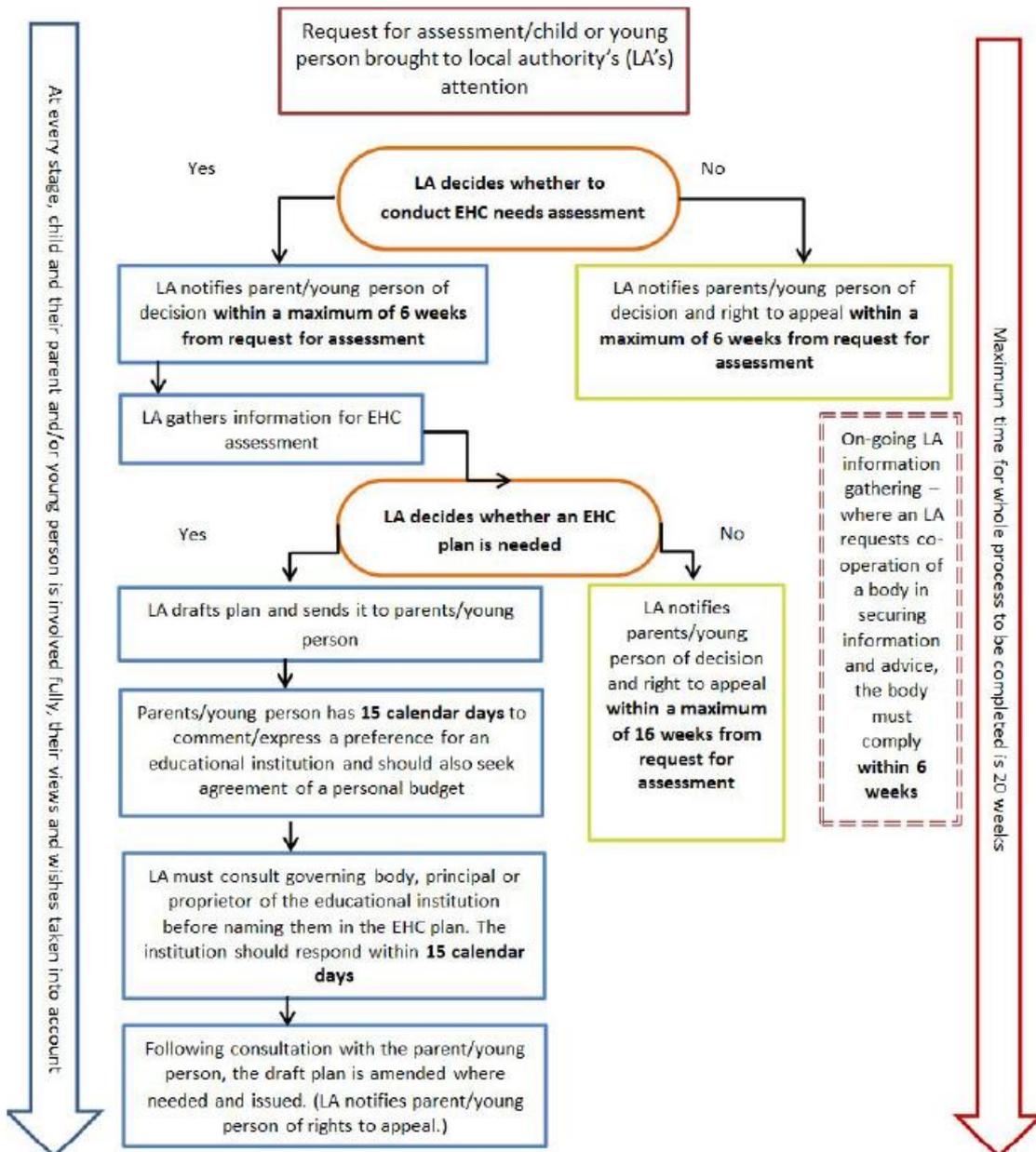
9.0 SEND Pupils' Attendance, Exclusions and Rewards

SEND pupils' attendance, exclusions and rewards are tracked using PAT. Dashboards are updated on a daily basis and scrutinised by the Senior Leader with responsibility for SEND. Action/intervention is applied accordingly.

10.0 Education, Health and Care (EHC) Needs Assessment and Plans

The majority of pupils with SEND will have their needs met within the provision described in section 7.0. Some pupils, however, may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. This is covered in Section 9.0 of the [SEND Code of Practice 2015](#). An overview of the process is provide below.

Statutory timescales for EHC needs assessment and EHC plan development



11.0 Safeguarding

Refer to the Safeguarding Policy.

12.0 Behaviour and Discipline

Refer to the Behaviour and Discipline Policy.

13.0 Mental Health

The Academy is committed to ensuring that all adults understand their responsibilities to pupils with SEND, including those whose persistent mental health difficulties. To this end, the Academy has its own Mental Health Policy and the key recommendations in the DfE guidance [Mental Health and Behaviour in Schools](#) have been incorporated into the CPD training programme.

14.0 Complaints/Resolving Disagreements

In the first instance, complainants are encouraged to consult the Academy's Complaints Policy.

If the complainant remains dissatisfied, they should consult Section 11.0 of the [SEND Code of Practice 2015](#).