



WEST GRANTHAM

Church of England Secondary Academy

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

Review cycle:	Annual
Reviewed by:	Deputy Headteacher
Approved by:	Local Governing Body

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1. Compliance

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

- The Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Students at school with Medical Conditions (2015)
- Schools SEND Information Report Regulations (2014)

2. Vision and Principles

West Grantham Secondary Academy will ensure that it has in place effective policy and practice which will enable students with Special Educational Needs to reach their full potential, to be fully included in the school community and make successful transition to adulthood.

At West Grantham Church of England Secondary Academy, there is a whole school approach to SEND. Our SEND strategy is purposely designed to be clear and simple: we always see the child before the label, high-expectations extend to children with SEND and high-quality teaching for all students takes precedence over intervention.

Our approach:

- We use the term: student with SEND, not a SEND student – we recognise that students identified as having SEND also have strengths.
- Every teacher is a teacher of SEND: We support students through adaptive teaching and individualised support.
- Teaching Assistants and teachers work together. Interventions and support complement classroom teaching and never replaces it.
- We believe that all children can be helped to overcome barriers to learning and experience success.

3. Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Teresa Pendleton
- The person responsible for coordinating the day-to-day provision for pupils with SEND is Mrs Teresa Pendleton (SENCO) and Mrs Emma Dobbs (Assistant SENCO).

4. Aims and objectives

We aim to provide every student with access to a broad and balanced education. In accordance with the Special Educational Needs Code of Practice, we will enable students to: achieve their best; become confident individuals and transfer to further education or training based on individual needs and aspirations.

We aim to:

1. Promote high standards of education for children with SEND.
2. Have high ambitions for students with SEND and ensure that they receive advice and guidance on next steps in their education – including transition to post -16 study.

3. Promote independence and self-esteem by ensuring that all students are given opportunities to feel valued and to share in the recognition of their achievements.
4. Encourage students with SEND to participate fully in their school and community.
5. Ensure parents are kept fully informed of support in place and ensuring all staff are aware of parental views.
6. Work with outside agencies where necessary to ensure needs that cannot be met by the school alone are addressed.

5. Definition of special educational needs

Definition of Special Educational Needs (SEN) taken from section 20 of Children and Families Act 2014;

‘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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

6. Arrangements for co-ordinating SEN provision

The SENCO will hold details of all information for students identified with SEND. All staff will have a full and up to date picture of need for all students on the SEN register in order for them to make effective provision and adaptive teaching across the curriculum.

The following information is easily accessible to all staff:

1. A copy of the Academy’s SEND policy and register.
2. Information and strategies for each student on the SEND register.
3. Guidance on the identification of special educational needs.
4. The allocation of support staff and advice/guidance on how to work effectively with support staff.
5. Practical advice and teaching strategies for each broad area of special educational needs as defined by the SEND Code of Practice.

7. Identification of students with SEND

The SEN Code of Practice (2014) outlines four broad categories of SEND need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We aim to identify difficulties as early as possible in order to make effective provision to improve the long-term outcomes for students. To ensure all needs are identified efficiently, all staff are given the responsibility for monitoring students and reporting any difficulties without delay to the school’s SENCO. Once a student has been identified as requiring additional support, the school’s SENCO will investigate further. If a student is considered to have special educational needs, parents will be informed and a graduated response of support will be put in place.

The SEN Code of Practice (2014) states that ‘high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This

is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

To meet the needs of students identified as SEND the school adopts a graduated approach in accordance with the SEN Code of Practice (2014). Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where a child's needs make this difficult, the SENCO will work closely with parents and other professionals for other flexible arrangements to be made. An alternative curriculum may be necessary to meet the needs of some children with complex SEND needs.

8. The Graduated Response

1. Step 1 will involve the class teacher taking steps to adapt teaching aid the student's access to a full curriculum. Classroom teachers remain responsible and accountable for the progress of students with SEND. High-quality, adapted teaching, supported by the SENCO where necessary, is the first step to responding to the needs of students with SEND.
2. The student will be closely monitored by the class teacher to assess their rate of progress and level of understanding.
3. If progress remains below expected levels, further discussions between the class teacher and SENCO will determine whether further intervention is required.
4. If necessary, the pupil will be placed on the SEND register where they will also be monitored by the SENCO. Additional support will be put in place. This may be in the form of in class support from a teaching assistant, targeted teaching strategies from the class teacher or more specific interventions to close learning gaps. At this stage, parents will be informed and encouraged to share information and knowledge with the school.
5. Review meetings will take place to monitor and assess the progress being made by the student. The frequency of these meetings will be dependent on the individual student's needs. The academy adopts an assess, plan, do, review approach – this is an ongoing cycle to enable the level of support to be refined and revised as required.

9. Evaluating the impact of provision

Children identified as having SEND will be placed on the academy's SEND register. A profile of need will be created which will reflect the student's strengths, areas of difficulty and views. All students on the SEND register will be closely monitored by the SENCO and parents will be kept informed regularly. Any out of class interventions will be closely monitored by the SENCO – all other interventions will be monitored by the class teacher and the SENCO will be kept informed of progress. In order to make consistent and continuous progress in relation to SEND provision the academy encourages the views of staff, parents and pupils throughout the year.

Students and parents are encouraged to be involved with every aspect of the support process and their views and considerations will be taken into account. In line with the SEN Code of Practice (2014) parents will have the opportunity to meet with teachers and/or the SENCO at least termly – this can be in person or by other means of communication. Additional contact can be arranged where necessary.

10. Referral for an Education, Health and Care Plan (EHCP)

If a condition which is lifelong and/or causing significant difficulties with their ability to learn and/or access education, they may undergo a statutory assessment process which can be initiated by the academy or parents. This will occur where the complexity of need is such that a multi-agency

approach to assessing and planning for the student is required and significant and long-term support to enable them to make adequate progress and to succeed in education is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources: parents, teachers, SENCO, social care and health professionals as appropriate. If a student is eligible for an EHCP, clear outcomes will be outlined in the plan and effective provision to meet these will be put in place. The outcomes will be reviewed at least annually.

11. Exams Access Arrangements (EAA)

Exam access arrangements are put in place for students with special educational needs, disabilities or temporary injuries to enable them to have fair access to examinations. If the academy suspect that a student has a need which is impacting on their ability to access and complete examinations in the same way as their peers, the academy will investigate whether the student qualifies for additional support. Additional support in formal examination is known as exam access arrangements. The academy must adhere to strict guidelines set out by JCQ (Joint Council of Qualifications) which involves collecting detailed evidence of need for each student. Any EAA must be a student's 'normal way or working'. The SENCO has a responsibility to ensure that all JCQ regulations are met in full. All documentation collected will be stored securely and be readily available for annual inspection by

The SENCO also has responsibility to ensure that students who are entitled to additional support in examinations must receive it in all assessments. Across the curriculum, subject teachers are responsible for ensuring that students have regular access to any EAA granted.

12. Working in partnership with parents

West Grantham Secondary Academy believes that a close working relationship with parents is vital in order to ensure:

- a. Early and accurate identification of SEND – leading to the correct intervention and provision.
- b. Continued social and academic progress of children with SEND.
- c. Personal and academic targets are set and met effectively.

Parents are kept fully informed of any special provision that is being made for their child and parental contributions are encouraged and valued.

13. Transition

All students transferring to West Grantham Secondary Academy in Year 7 will receive transition information, including the opportunity to spend time at the academy to meet the staff and experience secondary school prior to joining. Information regarding students with SEND will be shared with the SENCO prior to them starting so that their teachers are fully aware of any additional support and/or adaptations that need to be made. Students who are identified by their primary schools as having significant special educational needs, including severe anxiety around transition, will be invited to attend an additional visit to the academy where they can meet the SEND team to ensure that they have the best possible start and feel relaxed in their new environment.

Students with complex needs may be offered a bespoke transition package. Where a bespoke transition is required, the SENCO will work closely with parents and the primary school to ensure that the student's needs are met. This is usually for students with an EHC plan in place.

14. Training

All teaching and support staff are kept fully up to date with relevant training and developments in relation to the needs of students with SEND. Teaching and support staff receive regular training and updates on how best to meet the needs of students with SEND based on the latest evidence informed practice and guidelines. All teachers are required to outline how they are meeting the needs of each student with SEND in their classes and this is overseen by the SENCO. The SENCO and assistant SENCO are available for staff to draw of for expertise and advise in all areas of SEND

15. Links to support services/other agencies

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Specialist Teachers Service
- Behaviour Support Service – Lincolnshire Ladder – Link: <https://professionals.lincolnshire.gov.uk/special-educational-needs-disabilites/lincolnshire-ladder-behavioural-intervention/4>
- Lincolnshire SEND Team – Link: <https://www.lincolnshire.gov.uk/start-send>
- Lincolnshire Emotional Based School Avoidance team - Link: <https://www.lincolnshire.gov.uk/support-education/emotional-based-school-avoidance-ebsa>
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