L.E.A.D. Academy Trust
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SIR EDMUND HILLARY ACADEMY

Special Educational Needs and Disability Policy

Policy/Procedure management log

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Introduction

This policy sets out the legal framework, the definitions, and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for meeting the needs of pupils with special educational needs and or disability explicit to ensure consistency of practice across the network of academies.

Procedures for meeting the needs of pupils with additional needs and/or disabilities will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community. All staff are responsible for promoting and establishing positive inclusion across Trust academies.

L.E.A.D. Academy Trust believes that all children, including those identified as having special educational needs and/or disabilities (SEND), have the right to a broad and balanced academic and social curriculum that is accessible to them, as well as the right to be fully included in all aspects of academy life.

Ambition for all pupils sits at the heart of this SEND Policy. Support for pupils with SEND is integral to every aspect of our academy approach and enables pupils with SEND to thrive. In this document it is our intention to:

- Explain clearly and in detail how Sir Edmund Hillary Academy provides support to ensure that children and young people with SEND disabilities can access an education which is inclusive, ambitious, and responsive to their individual needs
- Outline the graduated approach that we use to enable early identification of needs and the subsequent support which will enable all pupils to succeed
- Describe the requirements outlined in The Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (as updated from time to time) ("SEND Code of Practice") and explain how Sir Edmund Hillary Academy will meet the requirements using the funding made available through budget allocations and other funding streams

This policy notes the findings and strategy encapsulated in the Green Paper and SEND Review (2022) and the SEND and alternative provision improvement plan.

Who is responsible for this Policy and guidance?

The Trust has overall responsibility for the effective operation of this policy/guidance and for ensuring compliance. The Trust has delegated day-to-day responsibility for operating the policy and guidance to the Academy Governing Body and Headteacher / Executive Headteacher of each Trust academy.

The Academy Governing Body and Senior Leadership Team at each Trust academy have specific responsibilities to ensure the fair application of this policy and guidance and all members of staff are responsible for supporting colleagues and ensuring its success.

Legislation and Statutory Guidance

The Children and Families Act 2014 ("the 2014 Act")

The 2014 Act is wide ranging, but this document is linked only to the areas which are about children and young people with SEND. The 2014 Act sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their

community. The 2014 Act is supported by statutory guidance contained in the SEND Code of Practice. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '… a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer, multiple sclerosis, HIV and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in the Equality Act 2010, including the requirement on all education providers to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be provided with an EHCP. Some of these children and young people with long term health conditions should have a health care plan which addresses their safety, health, and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) has published statutory guidance, 'Supporting pupils at school with medical conditions' which sets out the requirements.

Roles and Responsibilities

The Local Authority

To support children, young people and their families, the 2014 Act requires all local authorities to publish a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It provides details of how services can be accessed.. The Local Offer is required to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Nottinghamshire Local Offer can be viewed at Notts Help Yourself

Trustees

Trustees are responsible for designating a link Trustee to oversee monitoring of support and legal compliance for pupils with SEND, as well as maintaining a Trust-wide strategy for meeting the needs of pupils with SEND.

Academies and the Governing Body

Academies and Academy Governing Bodies are responsible for ensuring that they plan on the basis that, at any time, some individuals and groups of children/young people will experience difficulties with learning. At our academy, we follow the guidance in the SEND Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' to support an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. In addition, there are specific duties on us and our Academy Governing Body to:

- Publish information on the academy website about the implementation of the governing body's policy for pupils with SEND
- Identify pupils with SEND, ensure parents are informed and provision is made in line with the SEND Code of Practice and complies with 2014 Act
- Publish the SEND policy and information on where the Local Authority Local Offer is published
- Publish information on SEND provision
- Appoint a SEND governor and Special Educational Needs and/or Disabilities Coordinator (SENCO)
- Maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the academy improvement plan
- Monitor progress of SEND pupils and ensure provisions specified in EHCPs are in place
- Keep under constant review the arrangements for pupils present and future with a disability
- Willingly admit all pupils who meet admissions criteria

The role of the Headteacher

It is the role of the Headteacher to:

- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Advise the governors on policies to meet their SEND and disability responsibilities
- Work to agree the SEND strategy and to implement the agreed vision and strategy
- Oversee all aspects of operational leadership and management
- Ensure that the SENCo has enough time and resources to carry out their duties. The Code of Practice 2015 recommends that SENCo's are most effective when they are a member of the senior leadership team
- Ensure that the academy fulfils its statutory duties with regard to the SEND code of practice

The role of the SENCO

The legislation requires that:

- The SENCO must be a qualified teacher working at the academy.
- The NPQ for SENCOs became the mandatory qualification for new-to-role SENCOs from 1 September 2024, replacing the NASENCO award.
- All SENCOs appointed after Sept 2024 must complete the NPQ within 3 years of starting the role.
- SENCOs who already hold the NASENCO do not need to complete the NPQ.
- SENCOs appointed before Sept 2009 are exempt but must still comply with SEND regulations.

- If they have not previously been a SENCO for more than 12 months, they must be working towards the mandatory qualification—now the NPQ for SENCOs, which replaced the NASENCO award.

Our SENCO has responsibility for:

- Working with the Headteacher and governing body to determine the strategic development of SEND policy and provision in the academy
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND
- Providing professional guidance to colleagues and working closely with staff, parents, and other agencies
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching
- Liaising with the relevant designated teacher where a pupil who is looked after has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools and academies, settings and providers, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- Ensuring that the academy keeps the records of all pupils with SEND up to date using a SEND Register
- Ensure all pupils with SEND are clearly tracked and progress is monitored

To carry out these duties effectively, we ensure that the SENCO has sufficient time and resources to carry out these functions.

The role of the teacher

At Sir Edmund Hillary academy, we are committed to supporting and developing our teachers so that they continue to learn, develop, and build confidence in making adaptations and reasonable adjustments to support pupils with SEND. This vision and strategy are encapsulated in the statements below:

- Teaching pupils with SEND is integral to our whole school teaching and learning approach
- Teachers know pupils with SEND and understand their needs
- Teachers use high quality research-informed adaptive teaching strategies that work for all pupils
- Teachers use personalised adaptive teaching strategies, including subject-specific adaptive strategies, which enable pupils with SEND to make excellent progress
- Teachers understand the individual and collective impact that they have on the progress of pupils with SEND

Meeting special educational needs and disabilities

What is special educational provision for SEND?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is defined by the 2014 Act as follows:

> A child of compulsory school age or a 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 or mainstream post 16 institutions
>
> A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do if special educational provision was not made for them.

The 2014 Act defines special educational provision as follows:

> Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures indicate increased SEND levels. This means that schools/academy's will always be required to employ a range of strategies to support the progress of individual or groups of children.

Although the needs of children and young people often co-occur across more than one 'area of need', the Code of Practice uses four main categories of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental health (SEMH)
- Sensory and/or Physical (S&P)

At Sir Edmund Hillary Academy, we meet the needs of all our pupils by using the graduated approach, the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.

The numbers of pupils on the SEND register changes frequently. On 10/09/26 the breakdown of needs at our academy are as follows:

PLASC		Numbers per year group (School Support and above)								TOTAL
		N	R	Y1	Y2	Y3	Y4	Y5	Y6	
C Communication and Interaction		0	1	2	7	2	3	6	7	31
B Social, Emotional and Mental Health		0	0	0	0	2	0	4	0	4
A Cognition and Learning		0	0	0	2	3	5	4	3	20
D Physical, Sensory and / or Medical		0	0	0	0	2	0	0	0	4
BOLD = Autism diagnosis	**Total**	**0**	**1**	**2**	**9**	**9**	**8**	**14**	**10**	**53 on register = 18.15%**
Underlined = Springboard / SAP involvement / PDSS / SFSS / EYSFSS /BPBP/ EP	%age of cohort	0	3.5%	6%	22.5%	22.5%	29.6%	24.5%	17.2%	
Italic = Health- Small Steps / Paediatrician / SALT * = Social Care DTAT	*Total in cohort*	9	28	33	40	40	27	57	58	**School Total = 292**

Identification of pupils with special educational needs and/or disabilities

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

The Academy assesses each pupil's current skills and levels of attainment on entry through baseline tests building on information from previous settings and key stages where appropriate.

Further assessment and screening may be necessary for some pupils. Our academy has the following assessment and screening tools available.

Academic small step assessments	B squared Early steps B squared progression steps PIVATS
Dyslexic tendencies	Dyslexia portfolio screener Dyslexia friendly toolkit- Notts Lexia
Visual stress	Coloured overlay assessment
Autism	AET framework/toolkit Sensory checklist
Dyscalculia	Dyscalculia screener
PSED	PIVATS PSED Boxall
Communication and Language	NELI Language Screen
Executive Functioning	GL Assessments- Recall Tests

Parents, the class teacher or other professionals, within or outside the academy, may also express concerns which trigger further investigation, observation and/or assessment. These may refer to a child's difficulties in coping with the normal demands of the academy. For example, attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a pupil routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored.

Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

The academy is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Where there are long lasting difficulties, the academy will consider whether the pupil has SEND.

When identifying SEND, the academy is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEND
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND

> In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
>
> **Code of Practice 6.38**

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the academy has decided to provide SEND support. The academy will arrange to write a SEND Support Plan to support the child.

The SEND Support Plan (and Provision Map for AFN and HLN funded children) provides the following information:

- Pupil needs/presentation of need
- Standardised scores /screening scores
- Adaptive strategies/reasonable adjustments
- Pupil views and aspirations
- Parents Views
- Progress in reading, writing, maths
- Progress in line with Early Years Foundation Goals (Early Years)
- Outcomes in line with specific targets
- Current provision
- Subject specific adaptive strategies where appropriate
- Review section

In line with the Continuum of Provision 'graduated approach', the academy uses SEND Support Plan to personalise the approach for support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress despite quality-first teaching, then pupils may be further assessed to identify their individual needs as the first stage in the 'assess- plan-do-review' cycle.

What is the graduated approach? How we assess and review progress

To ensure **early identification of need and to support pupils with identified SEND**, the academy follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs

and how to address them. This is known as the 'graduated approach'. The examples below are designed to illuminate the process but are not exhaustive in how the graduated approach may be used.

Assess

The teacher may notice that a pupil is not accessing the lesson or making progress as they might expect.

The teacher should observe and assess the pupil and should document their observation of distinct behaviour or responses to tasks or activities in the classroom. If the pupil has targets, the teacher should assess whether the adaptive strategies are supporting desired outcomes.

If the pupil has already been identified in a previous cycle of the graduated approach, the SENCO, or other external professional, may assess a specific aspect of progress by observing or assessing the pupil.

Plan

If the pupil is not already on the SEND Register the teacher should consider the pupil's presentation of need and consider which adaptive strategies would be most effective in supporting the pupil.

If the pupil does have targets and is not making progress despite selected adaptive strategies, the teacher should consider the presentation of need and consider which adaptive strategies might be more appropriate, particularly in specific subject disciplines.

The teacher should be supported by the phase lead, subject leader and the SENCO to support this process.

If appropriate, the SENCO may plan for a specific programme of intervention, for example with an external professional or using internal support staff.

Do

The teacher should trial the selected adaptive teaching strategies during a lesson or series of lessons and observe the outcome.

If the pupil has already been identified as having SEND, they may require a specific programme of intervention which will be carefully monitored for impact.

Review

The teacher should discuss the outcome of adaptive teaching strategies with the phase leader. The teacher and leader should decide together whether the pupil may require further testing or investigation of their needs and, if so, refer to the SENCO.

For pupils on the SEND Register, the teacher's views and observations will feed into the review process. Intervention or programme outcomes will also be taken into consideration as the provision is reviewed and updated.

The SENCO will review progress of any specific intervention programmes and feed the outcomes into the next graduated approach cycle.

Involving parents in their child's education

> Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
>
> Code of Practice 6.48

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The academy demonstrates this by:

- Always discussing any concerns with the pupil's parents at the earliest point
- Listening to, and hearing, what parents say
- Identifying any outcomes to be achieved with parents
- Planning any interventions with parents
- Meeting with parents to review their child's interventions and progress
- Being honest, open, and transparent about what can be delivered
- Making sure parents know who to contact if they have any concerns

Where children and young people are 'looked after' by the local authority the Academy has an additional role as corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. To ensure that we are responding appropriately, we:

- Do not make assumptions based on a pupil's care status
- Monitor the progress of all our children who are looked after termly
- Have an up-to-date personal support plan which is easily understood by everyone involved
- Ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher
- Normalise life experience wherever possible
- Ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

Consulting pupils with SEND and involving them in their education

To secure the best outcomes, it is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- All children and young people have the right to have their voice heard
- All children and young people should be involved in discussions about their learning, progress and how provision is made

The Academy ensures all pupils are encouraged and supported to make their views known. Strategies we may use to support pupils to contribute their views include written comments, talking to a preferred adult, or mentor, drawing etc.

All pupils are also encouraged to monitor and assess their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

All pupils on the SEND Register, including those with EHCPs are supported by a SEND Support Plan. If we receive AFN or HLN funding for the child, they will also have a Provision Map. This is a pupil support plan which identifies the areas of need and the provision, including adaptive teaching strategies, that have been identified to support the pupil.

When writing a SEND Support Plan we discuss the contents with pupils and their parents and identify their achievements and areas for development from the work they have done in class or otherwise.

The SEND Support Plan is reviewed termly with outcomes from the graduated approach feeding into further planning. The SENCO will coordinate the review and quality assurance process with the support of the headteacher and the senior leadership team.

Parents will be invited to participate in a minimum of two face to face Review Meetings and one written one per academic year. We very much value parent/carer views and it is important that all parties work together to support the child to succeed.

Pupils who have education health and care plans will have two reviews in addition to their statutory EHCP review which parents will also be invited to. Pupils are consulted through the statutory pupil advice paperwork in preparation for their EHCP annual reviews and are also present at the meetings (as appropriate, and in accordance with their wishes).

Preparing for transition

Robust transition systems are important for pupils with SEND to ensure that appropriate provision and support is in place when pupils move between different phases of education.

We request specific information from the previous setting and all documentation about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting.

In order to ensure a smooth transition to and from our academy we have the following in place:

- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given, and any concerns/queries addressed.
- Members of the Senior Leadership Team are available to communicate the academy offer and address individual concerns.
- Children are invited to short visits days, particularly when starting in EYFS, the quantity and length of these being depend on each child’s individual needs.
- We will transfer all pupil SEND records to their new school in a timely manner in order to support the pupil’s smooth transition into their new school.

This rounded approach ensures pupils attend the first day of school with confidence, knowledge of the academy site, and an awareness of the school day. Pupils are also familiar with some of the teaching staff and Senior Leadership Team.

The Academy has high aspirations for all pupils with SEND and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.

Social and academic inclusion

We do not support 'a school within a school' approach and as such every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this. We will support all pupils to take part in all aspects of academy life.

We ensure that all our pupils, but particularly those with SEND, are fully included in enrichment activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

The academy offers a range of activities that encourage and enable collaboration across the academy.

Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support pupils with SEND to take on whole school responsibilities.

Nomination of pupils with SEND to the school council ensures the council is representative of the population of the academy and provides the opportunity for SEND representatives to voice pupil concerns at the whole school level.

The academy ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the educational visits co-ordinator who liaises with parents, the school nurse or pupil's GP.

Curriculum

All children and young people with SEND are entitled to a broad and balanced curriculum.

The academy believes that every pupil can benefit from a broad and balanced academic curriculum. A small number of pupils, because of specific and documented needs, will require a tailored curriculum to enable them to reach age related expectations in some curriculum areas.

Teaching

Most pupils' learning needs are met through quality first teaching where class teachers use a range of evidence-informed adaptive teaching strategies. The table below demonstrates the overarching strategies that teachers at our academy apply flexibly depending on a pupil's need:

Overarching Strategies -

1.Know the child	• Use the SEND Support Plan • Unconditional positive regard • Deliberate 'botheredness' • Pupils are listened to, heard, and understood
2. Plan creatively	• Group pupils flexibly to teach for specific needs and knowledge gaps • Use support staff wisely • Ensure access to the teacher

3. Clear and consistent language	• Give 'what to do' instructions and explanations • Allow processing time • Use, reuse and rehearse subject specific language. • Use 'I do, we do, you do' • Use of visuals to support instructions and language.
4. Scaffold	• Pre-teach and overlearn knowledge and vocabulary • Chunk knowledge • Repeat visuals to support remembering • Use WAGOLLs ('what a good one looks like'), word banks and writing frames • Model the thinking
5. Know more, remember more	• Increase checks on knowledge • Use Link It to retrieve prior learning • Use Exit Tickets (activity to consolidate key learning) • Use fluency composites to re-teach gaps in knowledge • Use summative assessments to check knowledge over time

Teachers personalise their teaching for pupils with SEND by using the SEND Support Plan to inform their planning and delivery for individual pupils.

Teachers provide opportunities for pupils with SEND to experience success by:

- Ensuring that support from teaching assistants and other professionals is planned and targeted and never used as a replacement for high-quality teaching
- Adapting lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success
- Making reasonable adjustments, and implementing structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support

Teachers adapt their teaching to different pupil needs by:

- Sharing effective approaches for scaffolding new content and removing scaffolds over time
- Using different forms of assessment
- Seeking advice when teaching children with special educational needs and disabilities, particularly the SENCO

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote pupils' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the pupil in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem through targeted pupil interventions, valuing pupil voice and promoting a 'can do' attitude where pupils are successful learners.

Training for teachers

Teachers receive training via different routes including whole-Trust training and resources, whole school training, coaching lesson visits as well as external training.

We do not expect all teachers to be experts in every area of SEND but where there is a prevalence of need, the Academy will provide targeted training in specific SEND needs and the strategies that support progress. We may also provide specific training for groups of teachers on one pupil's individual needs if their needs require it. Training may be delivered by appropriate providers including:

- The academy SENCO or senior team

- Advisory teachers from the Local Authority Educational Psychologist at the Local Authority
- Speech and Language Therapist
- Private training provider
- SEND briefings are delivered on a regular basis to meet needs identified by staff

A SEND Register and provision map is stored centrally within the academy as well as the pupil's support plan. This contains all relevant information to enable all teachers and support staff to support pupils appropriately.

Interventions

Interventions will be evidence informed and planned according to pupil needs. They will always be baselined and tracked. Broadly, intervention sessions aim to:

- Emphasise key concepts and skills to support attainment across the curriculum
- Clarify difficult concepts and misconceptions covered recently in specific subject areas
- Pre-teach difficult concepts ahead of quality first provision
- Instil self-confidence of learners and equip them with the skills to make progress in specific areas of need

Focused, robust, and timely intervention in English and mathematics for pupils with SEND aim to enhance literacy and numeracy levels, so that pupils can access all aspects of the curriculum as soon as possible.

Intervention programmes are not static but respond to the needs of pupils in the academy. Current intervention programmes at our academy include:

- Class and individual visual timetables
- Communication aids, including Widgit, Makaton and other Speech and Language programmes (eg Colourful Semantics)
- Additional Little Wandle intervention- Rapid Catch Up, Keep Up and the SEND Programme
- Gross and fine motor programmes including Fun Fit and 'Dough Disco' programmes
- Anxiety and Emotional intervention programmes including, ELSA activities, Buddying, Time to Talk and Socially Speaking. Staff also have an understanding of the Breakwell Assault Cycle.
- Sensory audits and subsequent programmes
- Attention Autism sessions
- Lexia
- Rapid Maths

Adaptations to the Environment

For those students with physical disabilities necessary adaptations are made to enable full access to the curriculum and learning environment. These may include:

- Use of lifts and ramps where required
- Changes to classroom layout and seating plans
- Additional provision room and/or sensory equipment
- For children with sensory and OT needs we provide equipment such as 'wobble-sit' cushions, writing slopes, pencil grips or fidget toys
- Use of IT to support speaking and listening such as recordable devices and iPads

- Specialist physio equipment

Social and emotional development

The social and emotional well-being of our pupils is paramount to us as a learning organisation. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.

Some pupils may require regular intervention or support that enables them to feel safe or to self-regulate. For example, this might involve a daily check-in with a key adult or a safe place.

Behaviour management

The Academy's behaviour policy makes clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The Academy sets high expectations for behaviour. It encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

For pupils with SEND there will be a personalised approach to behaviour management (in line with the Trust's Behaviour Policies) which makes reasonable adjustments to the general guidance set out above. Teachers and senior leaders within the academy must be aware of the content of the Regulation Plan and Risk Assessment for pupils whose special educational needs might manifest in challenging behaviour.

The Academy will always consider whether they have made the required reasonable adjustments prior to a behaviour incident under the Equality Act 2010 when considering the use of sanctions. The type and severity any sanctions should be clearly justifiable in the context of the pupil's individual circumstances. Following a behavioural incident, the content of the Regulation Plan should be reviewed to establish whether lessons can be learned which would prevent a similar occurrence in the future.

The curriculum

Our curriculum is designed to empower all children's aspirations through knowledge, curiosity and a desire for learning, regardless of their backgrounds, strengths, and needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond. The curriculum aims to:

- Mould pupils into good citizens, with a sense of responsibility for their actions
- Encourage civic responsibility and social participation within their community
- Give pupils a practical, successful understanding of their religious and social rights and responsibilities in society
- Allow pupils to develop their individuality
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles

Safeguarding

The Academy has clear policies and procedures to safeguard and promote the welfare of young people at the Academy.

All staff, governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at the Academy.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified designated senior person

(designated safeguarding leader) within the Academy provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the Academy's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

Prevention of bullying

Ours is a 'no bullying' Academy. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with pupils who exhibit bullying behaviour positively to demonstrate to them the harmful effects of their actions and how these go against the ethos and values of good human beings as well as against the Academy's values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

More details can be found in the anti-bullying policy on the website.

Working with other professionals and practitioners

> In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.
>
> Code of Practice 6.47

The Academy is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice from education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families, and practitioners.

To do this, we:

- Listen to parents to ensure we know which services they use and are valued by them
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- Use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- Value the contribution of all
- Engage with local authority services in a timely and professional way

The SENCO and relevant staff meet regularly with external stakeholders including advisory teachers from the local authority inclusion team. External engagement includes:

External Engagement

External Professional	Role/Action
Cognition and Learning Team Specialist Teacher	Advising on support for pupils in class Training for teachers
Communication and Interaction Team (Autism) Specialist Teacher and/or Practitioner	Advising on appropriate support for pupils in class Training for teachers
Early Years Specialist Teacher and/or Practitioner	Advising on appropriate support for pupils in Early Years Training for teachers
Hearing Impairment Specialist Teacher	Equipment checks Training for staff
Physical and Medical Team	Carrying out audit of the estate to advise on accessibility for individual pupils. Advising on appropriate support for pupils in class Training for teachers
Educational Psychologists	Specialist assessment of pupil and advising the SENCO
Speech and Language Therapist	Assessing pupils, advising on programmes of intervention Training for teachers
School Nursing Service/Team	Supporting the school health services programme Advising on medical plans for individual Pupils

Examination access arrangements

To ensure equality of access for examinations, the SENCO oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the Joint Council for Qualifications.

Funding

Funding to support the majority of SEND pupils is delegated to the academy's budget. It is the expectation that academy's provide support to their pupils with SEND from their notional SEND budget. Where the academy is not able to meet the needs of a pupil from its budget, the academy will seek top-up funding from the local authority via an application for emergency funding, AFN or HLN, following a graduated response.

Where a pupil is in receipt of additional funding the academy will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP (if a pupil has one).

Code of Practice guidance states that: Education, Health and Care Plans are required by those pupils:

- Where the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream providers; and
- Who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an education, health and care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

Parents and the pupil will always be consulted prior to any application for an education, health and care plan assessment of needs.

Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised.

A link governor takes responsibility for reporting to the governing body on pupil progress with a specific focus on vulnerable groups, including those with SEND. This link governor ensures:

- The record of pupils with SEND, held centrally on the register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress
- The appropriateness and quality of SEND provision is regularly reviewed as part of the academy's self-evaluation system
- Funding allocated to the academy for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes
- There is regular and effective consultation with the local authority and other schools about effectiveness of SEND provision
- The academy abides by the 'fair access protocol' with regard to admissions
- The SEND Information Report Policy and Guidance document is clearly available on the academy website

All members of the senior leadership team are accountable for the progress of vulnerable groups of pupils in the academy.

Questions and complaints about SEND provision

We encourage parents or prospective parents with specific questions to get in touch with our academy and we will endeavour to answer these.

We know that all parents want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should initially contact the SENCO who will try to resolve the issue.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with SEND should follow the academy's complaints policy.