

Swindon Academy Policies

(L10) Special Educational Needs, Disability and Inclusion Policy

1. Policy Statement

All children and young people are entitled to an education that enables to make progress so that they:

- Achieve their best
- Become confident individuals leading fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Every teacher is a teacher of every child or young person including those with SEND. At Swindon Academy we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the academy curriculum.

We focus on individual progress as the main indicator of success. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

2. Aims and Objectives

2.1 The purpose of our policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2.1 Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the National curriculum.

All children are valued and their self-esteem is promoted. We work in close partnership with parents/carers and external agencies who play an active role in a child's education and development. Our aim is that all children with special educational needs participate in activities compatible with the education of other children. Our aims are:

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- to create an environment in Swindon Academy that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to work within the guidance provided in the SEND Code of Practice (2014)

2.2 Objectives

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs. The Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

3. Legislative Compliance

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0 – 25 September 2014 Section 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEND information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England framework for Key Stages 1-4
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCos and SEND Governor in liaison with the Senior Leadership Team and all staff.

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4. Definition of Special Educational Needs and Disability (SEND)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

In line with the Code of Practice 2014:

Swindon Academy expects that every teacher within the school has responsibility for every child within their class, including those with SEND. We will ensure that all teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

5. Identifying Special Educational Needs

Identification of pupils with special educational needs is a matter for the whole school. All teachers will teach children with special educational needs and therefore, SEND is a whole school responsibility.

5.1 At Swindon Academy, we continuously assess all pupils through observation and regular marking. We also hold internal, focussed pupil progress meetings for all pupils three times a year, which are towards the end of every term to measure individual progress and attainment against national expectations. Pupils who are making less than expected progress, given their age and individual circumstances are identified and discussed during these meetings. Discussions about individual pupil progress are also held between class teachers and the SENDCo/ASENDCo as concerns arise.

Concerns and discussions about individual pupil take place when 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

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. As a school we recognise that the following may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as a second language
- Being in receipt of a Pupil Premium Grant
- Being a Child Looked After (CLA)
- Being a child of a Serviceman/woman

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We also recognise and investigate underachievement of an individual pupil before identifying special educational needs.

5.2 Our school recognises that pupil progress maybe in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social and emotional needs. These pupils are identified and outlined in paragraph 5.1.

5.3 The SEND Code of Practice (2014) has identified four broad areas of special educational need and support which give an overview of the range of needs. They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical need

For more details on these areas of needs see SEND Code of Practice 2014

5.4 We use the above areas of identification to establish what action needs to be taken, not to fit a pupil into a category. When an individual pupil's behaviour is raised as a concern, the relevant teaching staff and SLT members, will recognise that the pupil is showing a need which will be assessed, identified and acted upon, in line with our graduated approach to SEND.

5.5 As a school, we aim to identify pupils with SEND at an early age. For some pupils, difficulties only become evident as they develop. Our teaching staff, with the support of the SENDCo/ASENDCo, closely monitors, assesses emerging difficulties and puts in place strategies outlined in this policy.

5.6 Our school aims to work co-operatively with parents/carers and encourages parents/carers to express concerns about their child's development. Details of how parents can contact staff are detailed on the school website. Pupil voice plays an important part in our school development. All pupils have regular opportunities to discuss all parts of their school life and are encouraged to raise concerns and needs with various members of staff, including the Senior Leadership Team.

6. A Graduated Approach to SEND Support

All children are entitled to receive Quality First Teaching where, through engaging teaching and differentiation, all groups have their needs met. However, despite this teaching, some children may have difficulties making expected progress and/or are not achieving the attainment and/or progress expected for their age. As outlined in section 5, we identify groups and individual pupils who may need specific intervention activities to help boost and accelerate their learning. Individual pupil progress is monitored and if a pupil is still experiencing difficulties then the class teacher will consult with the SENDCo/ASENDCo to investigate whether he/she has a special educational need.

They will review strategies and approaches that are currently being used and the way these might be developed. Individual pupil progress, barriers to learning and results of formative assessments are also considered, alongside national data and expectations. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class, the child will be placed on the SEND register.

If a child is identified as having a Special Educational Need they will be placed on SEND support and will have an Individual Education Plan (IEP) in the Primary Phase or a Learning Plan in the Secondary Phase written after

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discussion with the pupil and their parents/carers about which specific areas of difficulty need to be focused on. Support and interventions are matched to the need/s of the individual pupil.

A detailed assessment of need is carried out to ensure that the full range of an individual's needs is identified, including a full understanding of strengths and any barriers to learning. Support and interventions are targeted in accordance with this assessment. As a result, the advice of outside professionals may be needed. The SENDCo/ASENDCo will contact the relevant agency, with parental agreement.

Assessments are regularly reviewed to ensure that support and intervention are matched to need. The teacher and the SENDCo agree, in consultation with parents/carers on the adjustments, interventions and support that will be put in place. This also includes the expected impact on progress, development and/or behaviour.

All staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. All information is recorded on an IEP or Learning Plan. IEPs and Learning Plan's contain specific targets, alongside strategies, interventions and resources, which are selected to meet the desired outcomes. The written plan is shared with the pupil and parents/carers by the class teacher.

The class teacher is responsible for working with the child on a daily basis or each time they teach the pupil. Where the interventions involve group or one-to-one teaching away from the main class teacher, they retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to Learning Plan classroom teaching. The SENDCo/ASENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The effectiveness of the support and interventions and their impact on the pupil's progress is formally reviewed on a termly basis by the class teacher, teaching assistant/s and SENDCo/ASENDCo. This includes formal and informal assessments to ascertain the impact of support on the pupil's progress.

Support and intervention is revised according to pupil progress and development and is written as a review of the IEP or Learning Plan. The SENDCo/ASENDCo is informed of reviews and assessments and offers support and advice to class teachers, teaching assistants and parents/carers accordingly. The level of provision for individual pupils is initially decided upon by the class teacher and the SENDCo/ASENDCo and where necessary SLT.

Some children, whose needs are particularly significant in certain areas, may need an Education, Health and Care Plan (EHCP) which is produced by the Local Authority. If, as a school (in conjunction with the parents/carers and outside agencies) it is felt we need to apply for an EHCP this will be written by all involved with the child and submitted to the Local Authority. The application will detail the concerns about the child, the support and interventions which are already in place, progress of the child and the complexity of the child's needs.

We will only apply for an EHCP if, as a school, we have identified that we cannot fully meet the needs of an individual pupil through our own provision arrangements. Children who have an EHCP will have an Annual Review to discuss the outcomes of the previous year, using identified objectives. This meeting will also plan future targets and resources needed for the child and identify any actions which need to be taken. The review meeting will include all relevant school staff and professionals, as well as parents/carers. The child will be involved as appropriate.

6.1 Managing Pupil Needs on the SEND Register

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Class teachers are responsible and accountable for all pupils' progress and development in their class, including where pupils access support from teaching assistants and specialist staff/other professionals and respond to these needs by:

- providing effective support for children who need help with all areas of the EYFS and National Curriculum
- providing the necessary resources and ensuring effective deployment of these resources for children who need help with all areas of the EYFS and National Curriculum
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their social and emotional difficulties, including particular trauma or stress, and to take part in learning
- using advice from the SENDCo/ASENDCo and reports from outside professionals to advance learning
- using advice from monitoring and support from Senior Leadership Team members
- liaising with parents/carers

The SENDCo/ASENDCo is responsible for ensuring that all documentation and processes within the school meet the requirements stated in this policy. The SENDCo/ASENDCo is responsible for contacting and engaging additional support and professionals when specialist advice and/or assessment are required; alongside ensuring that parents/carers give agreement and are fully informed at all stages.

The Executive Principal manages the SEND funding allocation of the school budget. Some professional services follow the Swindon Borough Traded Services Plan. Decisions about how the school will use the allocated SEND budget for these services are made by the Executive Principal on an annual basis, according to current and projected SEND pupil needs within the school.

7. Assessment of Progress for Pupils with Special Educational Needs

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Your child's progress is continually monitored by his/her class/subject teacher.
- His/her progress is reviewed formally every term and a report given concerning reading, writing, numeracy and science in the primary phase and in the secondary phase this will include all subjects studied.
- The class/subject teacher continually assesses each child and notes the areas where they are improving and where further support is required.
- At the end of each key stage, all children are required to be formally assessed using Standard Assessment Tests; SATS/CATS/GCSE's and A-levels. This is something the government requires all schools to do and are the results that are published nationally.
- Children who are at the stage SEND or EHCP on the code of practice will have an IEP or Learning Plan, which will be reviewed every progress review day, with your involvement, and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

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- The SENDCo/ASENDCO's will also check that your child is making good progress within any individual work and in any group that they take part in
- Learning Plan classroom observation by the SENDCo/ASENDCo and Senior leaders
- work sampling on a termly basis.
- scrutiny of planning.
- informal feedback from all staff.
- pupil interviews when setting new IEP or Learning Plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs/Learning Plan's and their targets, evaluating the impact of IEPs/Learning Plan's on pupils' progress.
- attendance and behaviour records and liaison with the Student Support and Development Team
- regular meetings about pupils' progress between the SENDCo/ASENDCo, SLT and Curriculum Leaders/class teachers.
- SENDCO/ASENDCo report to parents and governors

7.1 Criteria for Exiting the SEND Register

During the review process of the graduated approach to SEND there may be evidence from a series of assessments that a pupil no longer has special educational needs. The class teacher and SENDCo/ASENDCo will use this evidence, alongside evidence from pupil progress meetings and national data and expectations to determine whether a pupil should be removed from the SEND register. This decision will be fully discussed with parents/carers, any relevant professionals and where appropriate, SLT.

8. Supporting Pupils and Families

The school works closely with parents/carers in the support of those children with special educational needs. Parents/carers will be informed if their child has been identified as having special educational needs and how the school is providing for their child's learning needs and difficulties. Teachers have regular meetings to share the progress of special needs children with their parents. We inform the parents if we feel any outside professional support is required, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Our SENDCos/ASENDCos are available to talk to parents by appointment. The governors' Annual Report to Parents contains an evaluation of the policy in action.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

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- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their IEP or Learning Plan.

Full details of our SEND information for parents/carers can be found on the school website. The LA Local Offer for parents/carers of pupils with SEND can also be found on our website. Information about other support agencies can also be found on the school website. Information for parents on our school's policy for managing the medical conditions of pupils can be found on the school website. If parents/carers are unable to access the above links, paper copies of all relevant documents can be obtained by contacting the school office.

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for disability equality and accessibility. Where a child has a particular need e.g wheelchair access, the governors will make reasonable adjustments to make sure the child's needs are fully met.

9. Supporting Pupils at School with Medical Needs

Swindon Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions maybe disabled and where this is the case, our school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational and disability needs (SEND) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

- For children with SEND who have an EHCP, SENDCo/ASENDCo will be fully involved with supporting children with medical needs. The SENDCo.ASENDCo will ensure guidance in the SEND Code of Practice 2014 is followed.
- For children who are not SEND, the SENDCo in the Primary Phase and the Student Support Officer (SSO) in the Secondary Phase, will liaise with parents, staff, health professionals and the child to ensure that an individual health care plan is in place and is a working document which is updated as necessary and reviewed on an annual basis.

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- The SENDCo/ASENDCo or SSO will keep an up to date medical needs register which is shared with all staff at regular intervals. She will immediately share any new needs to all staff.
- The SENDCo or SSO will ensure that all staff are familiar with children who are on the medical needs register and know where to find the relevant medication.
- The SENDCo/ASENDCo or SSO will advise teachers to ensure that all medication is kept in the appropriate place. It is the responsibility of teachers to ensure medication is kept in the designated place.

10. Monitoring and Evaluation of SEND

The School Improvement Plan and School Self Evaluation Cycle reflects our schools practice of the regular and robust monitoring and evaluation of the quality of provision we offer to all pupils. These documents detail when, and by whom, the monitoring and evaluation of provision within the classroom, support and intervention groups, pupil books, planning and pupil voice will take place. This is carried out and documented by members of the Senior Leadership at regular intervals throughout the academic year.

- Parent/carer views are sought by questionnaires.
- The SENDCo/ASENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.
- The SEND Governor works on behalf of the governing body to ensure that all staff are carrying out the duties outlined in this policy and that all statutory responsibilities are being upheld.
- The Executive Principal informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Executive Principal and the governing body have delegated the responsibility for the on-going implementation of this policy to the SENDCo/ASENDCo. The SENDCo/ASENDCo is responsible for reporting regularly to the Executive Principal and the governor with responsibility for SEND on the on-going effectiveness of this policy.
- All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

11. Resources and Training

11.1 Resources

Swindon Academy has funding for all children from the Local Authority, including children with Special Educational Needs and Disabilities. The Executive Principal, supported by the SEND governor and the governing body, allocate all those monies received within the school budget for SEND to support the most vulnerable young people within the school.

Additional funding can be requested from the Special Educational Needs Assessment Team (SENAT) to support higher needs children and those with an Education and Health Care Plan (EHCP). The SENDCo/ASENDCo, class teacher, professionals and, where appropriate, the Executive Principal will discuss each child's needs in detail and ensure that our provision meets the needs of each child. This may include access to:

- Additional resources
- Additional learning and/or pastoral support
- Support from outside agencies

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11.2 Training

At Swindon Academy, in order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development. We identify and plan for training needs in the following ways:

- All teaching staff, including teaching assistants, have annual performance management/appraisal meetings, where future professional development and training needs are identified, discussed, planned and actioned.
- Staff can also approach members of the Senior Leadership Team at any stage to request specific training. The SENDCo/ASENDCo may also identify training needs for specific staff during the academic year.
- All teachers and teaching assistants undertake induction on taking up a post in our school and this includes a meeting with the SENDCo/ASENDCo to explain the systems and structures in place around our school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCo/ASENDCo regularly attends the local schools SENDCo/ASENDCo network meetings in order to keep up to date with local and national SEND information.
- The school is a member of NASEN, the national association for special educational needs.
- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.

12. Roles and Responsibilities

12.1 Role of SEND Governor

The SEND Governor works on behalf of the governing body to ensure that all statutory responsibilities laid down in The Disability Discrimination Acts (1995 and 2005), the Education Act (1996) and The Code of Practice (2014) are being carried out by all school staff. Their responsibility is to make sure that all governors and school staff provide for the needs of pupils with SEND in every area of school life, including the curriculum, budget, staffing, resources, premises, extracurricular activities, behaviour management and all policies and practices. In addition, the SEND Governor will report each year to parents/carers on the success of the school's SEND policy.

The Governing Body will:

- Do its best to ensure that school staff are making the necessary provision is made for any child who has special educational needs.
- Ensure that all appropriate school staff are aware of identifying, supporting and providing for children with special educational needs.
- Ensure that the teachers are informing parents/carers if a decision is made about SEND provision for their child.
- Ensure that teachers are including each child with SEND into the school and that each child has access to a broad and balanced curriculum.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward children with SEND.
- Draw up and report annually to parents on their policy for supporting children with SEND.

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- Make sure they are knowledgeable about the school's SEND provision, including how funding and resources are used.
- Ensure that SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.

12.2 Role of the SENDCo /ASENDCo

The SENDCo/ASENDCo is responsible for coordinating the provision of Special Educational Needs and Disability throughout the school.

The SENDCo/ASENDCo will:

- Monitor the implementation of the SEND policy on a day-to-day basis.
- Co-ordinate the provision for children with SEND.
- Ensure that all school staff have the knowledge to identify and support children with SEND.
- Provide advice and support to staff and work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that all children make progress.
- Ensure that all children with SEND are fully included and have full access to a broad and balanced curriculum.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitor the effectiveness of SEND support resources.
- Be the key point of contact with external agencies, especially the local authority and its support services.
- Ensure that all documentation relating to children with SEND is up to date, including Annual Reviews, referral forms and SENRAP applications
- Monitor and update the SEND register which Swindon Academy has decided to keep as good practice.
- Ensure that Learning Plans, reviews and assessments are completed by class teachers at termly intervals.
- Contribute to and lead the continuing professional development (CPD) of staff.
- Liaise with parents in conjunction with class teachers where necessary.
- At transitional points, liaise with the next providers of education to ensure the next school staff, other professionals, parents/carers are informed about the pupils SEND needs and a smooth transition is planned. The pupil will be involved as appropriate.
- Work with the Executive Head Teacher and delegated SEND governor to ensure that the school meets its responsibilities under the Code of Practice 2014.
- Work with the Executive Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

12.3 Role of SEND Teaching Assistants

- All Teaching Assistants at Swindon Academy are fully involved in the provision and education for pupils with SEND within their cohort.

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- Teaching Assistants work under the guidance of class teachers and the SENDCo (primary) and the SENDCo/ASENDCos (secondary).
- The line manager for all Teaching Assistants is the SENDCo (primary) and the SENDCO/ASENDCo (secondary).

12.4 Other Roles and Responsibilities which may be linked to SEND

Swindon Academy recognises that Looked after Children (CLA) and those with medical needs may also have SEND. The staff member responsible for CLA, including funding, and for meeting the medical needs of pupils is the Senior Vice Principal. There are designated teachers with specific safeguarding and pastoral responsibilities.

13. Accessibility

Our school has full accessibility to all areas, our corridors are wide to allow ease of movement around the school and furniture in classrooms can be arranged to allow easy access. There are disabled toilets in each area.

All children will be treated according to their needs in line with the school's Accessibility Plan. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to make sure the child's needs are fully met.

All pupils are able to access the EYFS and national curriculum. We are a fully inclusive school and aim to fully include pupils with SEND in the wider curriculum. Access to activities outside of the classroom, including school trips and after school clubs will be determined through the school and Swindon Borough risk assessment procedure.

For further information about access to Swindon Academy please see our Accessibility Plan on the school website.

14. Storing and Managing Information

- Individual SEND pupil information is held by the SENDCo/ASENDCo. This is stored in a locked facility and can only be accessed by the SENDCo/ASENDCo. Provision Map is also used to provide pupil information to staff. This is a secure platform that has different levels of access for different users.
- The SENDCo/ASENDCo can share documentation with relevant school staff, members of the Senior Leadership Team and relevant professionals. Parents/carers have full access to any school-held information.
- Professional reports on an individual child are not shared without parental/carer permission.
- Confidential documentation concerning a child maybe passed via email to professionals using the secure password system.
- Documentation on SEND children in transition is passed on personally when possible. If this is not possible, a secure method is used to pass this information on.
- Confidential documentation for SEND and CLA pupils is held in a secure place in our school.

15. Policy Review and Evaluation

This policy will be reviewed annually by the Senior Vice Principal and SEND Governor, in liaison with the Senior Leadership Team, staff and parents of pupils with SEND, against the objectives stated in section 2.

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This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP/Learning Plan progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 2014.

16. Complaints Procedure

If a parent/carer has a concern or complaint regarding SEND at Swindon Academy, the following procedures should be followed:

- Initially discuss the concern with the class teacher and/or the SENDCo/ASENDCo
- If this proves unsuccessful, the matter should be discussed with the relevant site Headteacher
- Should the matter still be unresolved the parents /carers should detail their concern in writing to the governor responsible for SEND.

17. The Local Authority Offer

Swindon Borough Council is required to publish the Swindon Local Offer, outlining the full range of services and support for children and young people across the Borough (Children & Families Act 2014). More information regarding this can be found on the Swindon Borough Council website.