



Special Education Needs and Disabilities (SEND) Policy

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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

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

- provide curriculum access for all,
- secure high levels of achievement for all,
- meet individual needs through a wide range of provision,
- attain high levels of satisfaction and participation from students, parent and carers,
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes,
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development,
- work in a 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 to:

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- 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 students who do not have SEND.
- request, monitor and respond to parents/carers and students' views in order to evidence high levels of confidence and partnership.
- make clear the expectations of all partners in the process.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- ensure students with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals.
- 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.
- 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.
- work within the guidance provided in the SEND Code of Practice (2015).

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 students who have special educational needs. We will report annually to parents on the policy and effectiveness of the school's work for students with special educational needs.

Staff will ensure that students with special educational needs join in the activities of the school together with students 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.

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3. Legislative Compliance

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0 – 25 September 2015. This policy also has due regard, but not limited to, the following legislation:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) updated 16 August 2017 'Supporting students at academy with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children'
- DfE (2014) updated 19 September 2019 'Academy admissions code'

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

A student has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A student with SEND will have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Equality Act 2010 states that a pupil has a disability if they have:

- A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities
- Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing
- 'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months
- 'Substantial' means more than minor or trivial

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5. Identifying Special Educational Needs

We will seek to identify a student's needs at the earliest opportunity. Each student's current skills and levels of attainment will be assessed on entry, building on information from parents/carers, previous settings and prior assessments, where appropriate. Teachers will also make regular assessments of the progress of students and identify those that need additional support. If a pupil is not making expected progress, quality first teaching should be used to target areas of concern.

5.1 Raising concerns

If difficulties persist, then the teacher should raise their concerns with the SENDCo via email or by making a SEND referral using the appropriate Microsoft Form. Teachers are expected to outline the nature of their concern and summarise the strategies that have been implemented so far to address the student's difficulties. Concerns about individual student 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

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

5.2 Areas of Need

The SEND Code of Practice (2015) has identified four broad areas of special educational need and support which gives 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

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 student is raised as a concern, the SENDCo and relevant teaching staff, 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.

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For more details on these areas of needs see SEND Code of Practice 2015

5.3 Student Voice

Pupil voice plays an important part in our school development. All students 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 SENDCo and 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 students 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/ subject teacher will consult with the SENDCo to investigate whether he/she has a special educational need.

6.1 Assess, Plan, Do, review Cycle

As outlined in the SEND Code of Practice (6.45 – 6.56), all schools will follow a four-part cycle of assess, plan, do review, which is known as the 'graduated approach'.

Assess: A clear analysis of pupil's needs will be carried out. Regular assessment of a pupil's progress and development will be carefully tracked and compared to their peers and national expectations if appropriate. Assessments will include the views and experiences of parent/carers and the pupil and if relevant, assessment and advice from external support services. Assessments will be reviewed regularly to ensure interventions are matched to need, barriers to learning are identified and overcome and support is effective

Plan: Where SEND support is required the SENDCO with the support of relevant staff will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parent/carers and all staff who work with the pupil will be made aware of the plan and the outcomes sought.

Do: The class or subject teacher is responsible for working with the pupil on a daily basis or whenever they teach them. The teacher will also liaise closely with any teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed at least two times per year. This will inform the planning of next steps and feedback into the analysis of a pupil's needs.

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6.2 Provision for SEND Support

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Students that require additional support or provision will be placed on the SEND register as requiring SEND support. Please refer to the academy's Provision Map which details the range and levels of provision and intervention.

7. Student Progress

All students on the SEND register have whole school targets based on prior attainment and in line with national expectations of progress.

Monitoring of student progress is vital to ensure a student is reaching their full potential. Teachers are expected to monitor the progress of all students, including those with SED, using academy systems.

The progress of students on the SEND register will be analysed at each assessment point.

In line with statutory requirements, students with an EHCP will have an annual review.

7.1 Criteria for Exiting the SEND Register

There may be evidence from a series of assessments that a pupil no longer has special educational needs. The class teacher and SENDCo 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.

7.2 Education, Health and Care Plan (EHCP) Assessment

If under SEN Support, a student has still not made expected progress and their needs are particularly significant in certain areas, the academy may consider requesting an Education, Health and Care assessment. If, as a school (in conjunction with the parents/carers and outside agencies) it is felt we need to apply for an EHCP assessment, this will be initiated by the school.

The application for assessment 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 assessment if, as a school, we have identified that we cannot fully meet the needs of an individual pupil through our own provision arrangements.

A parent/carer can make a request for an EHC needs assessment directly to the local authority.

8. Supporting Students at School with Medical Needs

Swindon Academy recognises that students 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.

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Some students may also have special educational and disability needs (SEND) and may have an 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 (2015) is followed.

Please refer to the academy's Medical Needs Policy for further information.

9. Resources and Training

9.1 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, 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

9.2 Training

At Swindon Academy, in order to maintain and develop the quality of teaching and provision to respond to the needs of all students, 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 the SLT with responsibility for SEND at any stage to request specific training.
- The SENDCo 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 to explain the systems and structures in place around our school's SEND provision and practice and to discuss the needs of individual students.
- The SENDCo attends regional and national network meetings in order to keep up to date with local and national SEND developments and to share good practice.
- 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 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation.

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- If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.

10. Roles and Responsibilities

10.1 Role of the SLT with responsibility for SEND

The SLT has strategic responsibility for the leadership of Inclusion.

The SLT will:

- Ensure that all staff are ambitious for pupils with SEND
- Ensure that pupils with SEND are included in all aspects of academy life
- work with the SENDCo and SEND governor to determine the strategic direction of the SEND policy and provision in the school
- Be accountable for the provision and progress of students with SEND

10.2 Role of the SENDCo

The SENDCo has the day-to-day responsibility for the operation of the SEND policy and the coordination of provision for Special Educational Needs and Disability throughout the school.

The SENDCo will:

- Work with and be supported by the Senior Vice Principal and SEND Governor to determine the strategic direction of the SEND policy and provision at the academy in order to raise the achievements of students with SEND
- Monitor the implementation of the SEND policy on a day-to-day basis
- Liaise with the Designated Teacher where a looked after child has SEND
- Provide professional guidance to all colleagues to ensure they have the knowledge to identify and support children with SEND so that students receive effective support and high-quality teaching
- 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 students' needs effectively
- Monitor the effectiveness of SEND provision and secure additional services and provision when required
- 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 requests for EHCP assessments.
- Monitor and update the SEND register
- Contribute to and lead the continuing professional development (CPD) of staff.
- Liaise regularly with parents/carers, external agencies and the Local authority to provide information on student's needs, provision and outcomes
- At transitional points, liaise with the previous and next providers of education to ensure a smooth transition is planned. The pupil will be involved as appropriate.

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- Work with the Senior Vice Principal and school governors to ensure that the school meets its responsibilities under the Code of Practice (2015) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Prepare and review information required by law to be published in relation to SED

10.3 Role of SEND Governor

The SEND Governor works on behalf of the governing body to ensure that all statutory responsibilities are being carried out by the academy. Their responsibility is to make sure that all governors and school staff provide for the needs of students with SEND in every area of school life, including the curriculum, budget, staffing, resources, premises, extracurricular activities, behaviour management and all policies and practices.

The Governing Body will:

- Ensure that leaders and staff are ambitious for pupils with SEND
- Work with the Senior Vice Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Monitor the quality and effectiveness of SEND provision within the academy
- Provide regular reports to the LGB and raise awareness of SEND issues at LGB meetings
- Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward children with SEND
- Ensure the SENDCo has sufficient time and support to fulfil their role and responsibilities
- Review the academy's SEND information report

10.4 Role of Teachers

In line with the Code of Practice 2015, all teachers within the school have 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 students with special educational needs, allowing them to join in all school activities together with students who do not have special educational needs.

Teachers will:

- Set high expectations and support students to achieve positive outcomes
- Deliver high quality teaching to meet the needs of learners
- Be responsible for the progress and achievements of every pupil in their class, including where pupils access support from teaching assistants or additional provision
- Contribute to the assess, plan, do, review cycle when necessary
- Assess the learning and development of students in line with academy policy

10.5 Role of SEND Teaching Assistants

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

Teaching Assistants will:

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- work under the guidance of class teachers and the SENDCo to provide effective support to students
- Contribute to the asses, plan, do, review cycle when necessary

11. 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 students are able to access the EYFS and national curriculum. We are a fully inclusive school and aim to fully include students 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.

12. Storing and Managing Information

- Individual SEND pupil information is held by the SENDCo. This is stored in a locked facility and can only be accessed by the SENDCo.
- Provision Map is also used to provide pupil information to staff. This is a secure electronic platform that has different levels of access for different users.
- The SENDCo can share documentation with relevant school staff, members of the Senior Leadership Team and relevant professionals.
- 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 or encryption.
- 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 students is held securely on CPOMS or in a locked facility.

13. Policy Review and Evaluation

The Academy Improvement Plan and School Self Evaluation Cycle reflects our school's practice of the regular and robust monitoring and evaluation of the quality of provision we offer to all students. 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

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is carried out and documented by members of the Senior Leadership at regular intervals throughout the academic year.

13.1 Policy Review

This policy will be reviewed annually (or sooner if required by statutory guidance) by the Senior Vice Principal and will be approved by the LGB. The SEND Information Report will be updated annually as well.

13.2 Evaluation of SEND Provision

The effectiveness of SEND provision is evaluated by:

- Reviewing individual student progress at least twice per year
- Reviewing the impact of interventions
- Using pupil and parent/carer questionnaires to gain feedback
- Monitoring by the SENDCo
- Reporting on Key Performance Indicators to the LGB through termly Accountability Frameworks
- Regular analysis of key data and performance indicators (including attendance and exclusion data by the SLT for SEND

14. Complaints Procedure

If a parent/carer has an issue regarding SEND at Swindon Academy they are urged to raise their concern at the earliest opportunity by following these steps:

- Initially discuss the concern with the class teacher and/or the SENDCo
- If this proves unsuccessful, the matter should be discussed with the SLT responsible for SEND in primary and Senior Vice Principal for Secondary
- Should the matter still be unresolved the parents /carers should detail their concern in writing following the academy's complaints procedure
- Should the matter still be unresolved the parents /carers should detail their concern in writing to the governor responsible for SEND.

15. 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 2015). More information regarding this can be found on the Swindon Borough Council website at: [Swindon Local Offer - Home](#)