



# Special Educational Needs and Disability (SEND) Policy and Information Report

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## 1. Aims

### 1.1 Our SEND Policy and Information Report aims to:

- Set out how our Academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### 1.2 Principles, values and aims

The principles and values within the SEND Policy at Stone Soup Academy (SSA) are underpinned by the following broad aims and objectives. We aim to

- ensure that all pupils have access to a broad and balanced curriculum
- provide learning which is personalised according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the academy
- encourage pupils with SEND to take as full a part as possible in all academy activities
- educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

### 1.3 Procedural objectives

- A designated person (SENCO) is responsible for coordinating and overseeing the SEND provision within the Academy
- All pupils at SSA are placed on the Additional Needs Register
- A pupil's additional SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 years \(January 2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A 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

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be on going and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Helen Spurr.

The SENCO will:

- Work with the Principal/Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with parents of pupils with SEND

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal/Headteacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the SEND register
- Ensure the school keeps the records of all pupils with SEND up to date
- Manage a range of resources, human and material

#### **4.2 The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings to ensure high quality education and support for all
- Publish the SEND Information report annually
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal/Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Principal/Headteacher**

The Principal/Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will work with the Local Authority in drawing up and keeping under review the Local Offer (Code of Practice 3.66)

#### **4.4 Teaching and Support Staff**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with the Engagement Team, teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Stone Soup Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Anxiety, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate Learning Difficulties
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## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. In the absence of a formal diagnosis the Academy will not assume a disability or medical condition but will aim to support the individual needs of a pupil

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All students are supported with the transition to post 16 education through SSA careers support, PSHE lessons and visits. Some students with SEND will have additional supported visits to college and training providers, and induction sessions.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 'Catch up' sessions
- 1-1, short term, intensive targeted support in English and Mathematics
- Functional Skills English and Mathematics
- In class support
- Personal mentoring and coaching
- After school catch up and revision sessions
- Off site engagement activities
- 1-1 Literacy Programmes

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Highly differentiated curriculum to ensure all pupils are able to engage in learning, for example, by small group teaching, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using technology,

## **5.8 Expertise and training of staff**

Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. Stone Soup Academy will support this principle by ensuring staff have access to a professional development programme which directly addresses the development of expertise in special educational needs.

In the past year, staff have been trained in Dyslexia, Pathological Demand Avoidance and Attachment Disorder.

## **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using pupil, staff and parent questionnaires
- Holding annual reviews for pupils with EHC plans
- Monitoring the SENCO

## **5.10 Extra Curricular Activities**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports days, residential visits, special workshops and the school council, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Academy's Accessibility Plan details provides further detail of how we provide access to the environment, curriculum and written information so that all pupils can take full advantage of the opportunities at SSA.

## **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have a key worker who is a member of the Engagement Team who is responsible for: morning phone calls home, meet and greet to identify potential issues, setting attendance and behaviour targets, acting on incidents and guiding students to make better choices,
- Form tutors also provide support through PSHE sessions
- Some students have 1-1 sessions with outside agencies, eg alcohol and substance misuse, anxiety,

## **5.12 Working with other agencies**

Students often have outside agency support on admission to SSA. SSA will liaise with the referring school and agency to ensure appropriate provision is in place, in keeping with the Local Authorities Pathways to Provision document.

Where SSA identifies a need for agency involvement, either the SENCO, Engagement Team Leader or Safeguarding Administrator will contact the agency, with the consent of the parents and the pupil.

## **5.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Principal/Headteacher in the first instance, who will then follow the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.14 Contact details of support services for parents of pupils with SEN**

For Nottingham City residents contact: [special.needs@nottinghamcity.gov.uk](mailto:special.needs@nottinghamcity.gov.uk) or phone 0115 876 4300

For Nottingham County residents contact: [lcds.duty@nottsc.gov.uk](mailto:lcds.duty@nottsc.gov.uk) or phone 0115 8041275

#### **5:15 The Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer include information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can review an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer will cover public services that are available within:

1. Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
2. Health: e.g. GPs, paediatricians, school nurses and therapists
3. Social care: e.g. respite services and children's disability services. It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs, etc, both in your immediate area and across Nottinghamshire.

Our Academy has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The school supports the Local Authority's offer and this is reflected within the school's own provision and curriculum.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO **every year** and any proposed changes will be reported to the Principal/Headteacher, Governing Body and Stone Soup Academy Staff.

The policy will be made available and accessible to all parents/ carers and stakeholders.

## **7. Links with other policies and documents**

This policy should be read in conjunction with the following policies:

- Accessibility plan
- Admissions
- Behaviour and Exclusions
- Equality and Diversity
- Inclusion



- Safeguarding
- Supporting pupils with medical conditions