



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

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## 1. Aims

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

- Set out how Stone Soup Academy will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students 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 students 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 students with SEND to take as full a part as possible in all academy activities
- educate students 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 students 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 students at SSA are placed on the SEND Register
- Students SEND needs will be identified as early as possible
- Details regarding the SEND of students will be treated with appropriate levels of discretion and confidentiality
- The SENCO, teacher, student 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 students 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 student 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 are categorised into 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 student **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 students 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 students 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** is Helen Spurr.

The SENCO will:

- Work with the Principal 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 coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with parents of students with SEND

- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal 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 students 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 and SENCO to determine the strategic development of the SEND policy and provision in the school

## **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

# **5. Identifying and Supporting Students with SEND**

## **5.1 The types of SEND**

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

## 5.2 Identifying students with SEND and assessing their needs

On admission to SSA:

- All students are placed on the SEND register with SEMH as the main type of need.
- Students current skills and levels of attainment are assessed.

Class teachers will make regular assessments of progress for all students, including progress in areas other than attainment, for example, social needs, and identify those whose progress:

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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 student 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 student

## 5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student'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 student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

## 5.4 Assessing and reviewing students' 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 student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student'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 student 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 student's progress.

## 5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students 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 students with SEND

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

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

We will also provide the following interventions:

- GCSE/ Functional skill booster sessions for English and maths
- Literacy intervention 1-1
- Forest Academy literacy sessions
- Numeracy intervention
- Specialist equipment, e.g. coloured overlays, coloured text books, reading pens, screen reader, QR readers
- Audio marking and feedback using Kaizena
- Reasonable adjustments to practices and procedures, equipment and access to building
- After School 1-1 and group revision sessions
- Off site educational provision e.g. Multi-skills, hairdressing and construction
- Informal drop in sessions with subject staff
- Spelling Bee in form time

To support students with attendance and engagement, students have access to:

A Personal Coach who provides daily targets and contact home which are tracked

Class dojo: staff award points throughout the day. The points are converted into prizes for student of the day, student of the week. Students can earn money which is banked. Parents are linked to Dojo live and can see how their child is progressing throughout the day

Postcards home for positive praise

The Hub, time out provision at High Pavement and mentoring support

Off site engagement and enrichment activities on a weekly basis: ice skating, football, cookery, boxercise, rounders

Careers additional support programmes, visits to Trent University,

Projects with local businesses: Experian, HMRC, John Lewis, Crowne Plaza, Trent Bridge, Nottingham Forest, Flo Park, St Mary's Church

National projects: e.g. WEE, Stand up to Knife Crime,

Inclusion facility at Richmond House to re-engage students who are not meeting expectations at High Pavement  
Suits Day and celebration event for year 11 leavers at the Broadway Cinema with students, parents and VIPs  
School Council  
Residential educational visits  
Termly celebration evenings with parents  
Case studies are provided by Personal Coach for each student and attached to the SEND register  
1-1 guidance from a Level 6 Careers and Guidance Officer using the Gatsby benchmark 3 to address the SEND students, attending interviews, contact throughout the summer  
Live Staff concern sheet that is linked to the engagement team to support teaching staff and students in lessons  
Use of CPOMs to support students with safeguarding  
PHSE form incentives and votes for schools

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

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

- Highly differentiated curriculum to ensure all students 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 SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each half-term
- Reviewing the impact of interventions after 6 weeks
- Using student, staff and parent questionnaires
- Holding annual reviews for students 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 students.

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

No student 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 students can take full advantage of the opportunities at SSA.

## 5.11 Support for improving emotional and social development

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

- All students 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, e.g. 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 student.

## 5.13 Complaints about SEN provision

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

The parents of students 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 students 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, 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. GP, paediatrician, school nurse 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, 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
- Disability Statement
- Admissions
- Behaviour and Exclusions
- Equality and Diversity
- Exam
- Inclusion
- Safeguarding
- Supporting students with medical conditions