

SEND Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
5	Sep 22	MPI	No Changes on review
6	October 23	ETY	<ul style="list-style-type: none"> - Update of overview - Update to identification of SEND [areas of need] - Update 6.4 to include reference to the SEMH team - Update 8.1. Assistant Principal and SENCO are the same person.

1. Information about the school's SEND Policy

1.1 Overview:

The Special Needs and Disability (SEND) Policy is based on the SEND Code of Practice 0-25 (2015). This document has been written in reference to the following documents:

- Equality Act 2010: Advice for Schools DFE 2013
- SEND Code of Practice 0-25 July 2015
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The legal framework for this policy is the Education Act 1996 and the Disability Equality Act 2010. The policy has also been written with reference to the following guidance and documents: The Statutory Guidance on Supporting Students at College with Medical Conditions (April 2014); Teachers' Standards (2012).

The aim of this policy is to promote a consistent approach to meeting the Special Education Needs of the students.

1.2 Aims and Objectives of this Policy:

Orchard Mead Academy is committed to providing an appropriate and high-quality education to all of the pupils living in our local area. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We recognise, however, that there will be times when the curriculum will need to be modified or differentiated in order to take account of individual needs and that some students will need to receive a more individualised approach to help them progress.

Our Objectives are:

- to identify and provide for students who have special educational needs and additional needs at the earliest opportunity
- to work within the guidance provided in the SEND Code of Practice, 2015
- to provide support and advice for all staff working with special educational needs students
- to provide a constructive working partnership with parents/carers of students with SEND so that they feel informed about and involved in their child's education

1.3 Admissions Policy

Students with Special Educational Needs follow normal admissions procedures. The only criterion for priority is a student with an Educational Health and Care (EHC) Plan that names Orchard Mead Academy.

2. Identification of Special Educational Needs

In line with the SEND Code of Practice (2015), we identify students as having needs that fall into one or more of the four broad areas of need including:

- **Physical and sensory.** Hearing or Visual impairment (HI or VI) - Physical disability (PD)
- **Cognition and Learning.** Specific Learning Difficulties (SpLD) - Dyslexia, dyspraxia, dyscalculia - Learning Disabilities (LD)
- **Communication and Interaction** Autistic Spectrum Disorders (ASD) - Speech, Language and Communication Needs (SLCN)
- **Social Emotional and Mental Health.** Anxiety, Attachment, ADHD

Students have special educational needs if they have a difficulty accessing the curriculum, which calls for special educational provision to be made for them. Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the child has special

educational needs and appropriate provision identified to meet the student's individual needs(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy and Numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

3. A Graduated Response to SEND support

At Orchard Mead Academy, all teachers are responsible and accountable for the progress and development of the pupils in their class, including when students access support from teaching assistants or specialist staff.

3.1 Identification and Assessment

Orchard Mead Academy staff liaise with our local feeder primary schools at transition from Year 6 to Year 7. The transition team spend time in primary schools and in collaboration with the SENDCO. The SENDCO also attends the annual reviews and multi-agency reviews of Year 6 students where appropriate. The SEND faculty also offer enhanced transition packages, as well as summer opportunities to add maximum support for the most vulnerable SEND students.

All students complete screening assessments, including CATS, and GLS testing on entry to Orchard Mead Academy. There may also be personalised assessments, such as classrooms observations and individual diagnostic assessments if necessary. These assessments are used to inform the SEND faculty of which children may need extra interventions to support learning.

All children with SEND are reviewed termly and an assessment of the level of support is adjusted accordingly. Heads of faculties and the SEND faculty monitor tracking information and interventions are then provided and monitored to enable an informed analysis of progress.

3.2 Curriculum Access and Provision

All students on the SEND register have a bespoke Pupil Profile, this includes their voice and what they feel helps them to learn. Teachers receive advice, guidance and training to support SEND students in accessing the curriculum and ensuring the most effective provision. All staff have access to the pupil profiles and can plan their learning on this.

Some students, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations.

The SENDCO and SEND faculty liaise with post 16 provisions to ensure that students with SEND have effective and positive transitions.

3.3 Bespoke Student Profiles

The teaching strategies that will be employed for SEN Support students and students with EHC Plans are recorded on Student Profile forms in the staff shared area reflecting provision that is additional to, or different from, normal quality first teaching differentiation.

The student profile or Pupil Passport includes:

- What teaching strategies best support the learner
- Additional provision to be put in place
- The student's views on their learning

The Student Profile is communicated to all staff who support the student's learning, and to the parents of carers and the student. Student profiles are constantly reviewed and updated, but also form part of the formal review process. Teachers submit written feedback for the review process to inform the discussions in the review process, including those students with an EHCP.

3.4 The Graduated Response

As the starting point of the graduated response, high quality teaching, is at the forefront and is seen as a whole school approach at Orchard Mead Academy. Teachers assess, plan and deliver high quality scaffolded lessons, evaluating its impact so that students can make progress. The majority of students will make good progress through these arrangements.

If a student is still not making adequate progress, then the SENCO will take the lead, although this provision will be provided by class teachers and support staff, the following:

- Planning future interventions for the pupil in discussion with colleagues
- Ensuring details of student needs are accessible to staff through the student profile
- Monitoring and tracking the academic progress of each SEND student
- Monitoring and reviewing the action taken

Universal Provision: Quality First Teaching by all teaching staff.

SEND Support: this is initiated when students have failed to make adequate progress as identified by the SEND team through the assessment arrangements as in 3.1.

Criteria for SEND Support may include:

- Low Numeracy/Literacy scores
- Working Below in KS2 SATs
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs and decided by the SENDCO and the SEND faculty. Interventions may include:

- Variety of reading interventions targeted to particular aspects of literacy and reading including: Inference, Spelling, Handwriting Interventions and Writing Development
- Targeted Maths assessments
- Interactive Play, Social Communication
- Anxiety Project
- Emotional regulation work

High Level Needs, including those students with an EHCP: If students are identified as having more significant needs, the school seeks advice and involvement from external support services. Orchard Mead Academy makes full use of the specialist agencies in the area who can offer support and advice on special educational needs.

With the agreement and support of parents/carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a student may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents and the staff at Orchard Mead Academy. Should the assessments carried out by external agencies identify that the student requires additional provision on a regular basis or for an extended period, then the school will apply for additional resources.

Where it appears that a student's needs are significant and enduring, the school and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The SENDCO is responsible, on a daily basis, for co-ordinating support and allocates students with EHCPs a specified amount of support.

Pupils with SEND and English as an Additional Language (EAL):

Orchard Mead Academy has many pupils who have EAL and have a variety of languages spoken at home. In accordance with the Education Regulations 2014; particulars of education and welfare provisions for pupils with EHCPs and for pupils for whom English is an additional language, the school will make reasonable adjustments and provisions for any student for whom English not the first home language is spoken. The SEND faculty also works in collaboration with the EAL faculty to support students effectively.

The range of support offered by the SEND faculty will always be designed to promote all students with additional needs, including those with an EHCP, to become independent and resilient life long learners.

3.5 Continuous Monitoring of Individual Progress:

The monitoring progress of students on the SEND register informs the review process. The review process monitors individuals, as well as the completion of screening tests and as part of Orchard Mead Academy's assessment policies. Members of the SEND team attend all parents' evenings to enable this monitoring to continue with support for parents.

3.6 Provision of an Appropriate Curriculum

Through their departmental development plans, the SIP and in conjunction with EHCPs, provision for students with SEND is regularly reviewed and revised. As part of Quality First Teaching, it is the responsibility of individual teachers and departments within the school to ensure that the requirements of the National Curriculum are met for those students with SEND, including those with EHCPs, in partnership with the SEND faculty.

3.7 Provision of Curriculum Support

The SEND Faculty can help subject areas in the following ways (although this is not an exhaustive list):

- a) Curriculum development:
 - Planning with individual members of staff/departments
 - Supporting with the selection/design and preparation of suitable materials
 - Supporting with the selection of appropriate teaching strategies

- b) Support teaching: This is achieved by working collaboratively with a subject teacher. The SENDCO and the SEND faculty can assist by:
 - Planning appropriate programmes of work
 - Support with the preparation of relevant and differentiated materials
 - Team teaching for a period of time

- Helping to facilitate a wide range of teaching and learning styles
 - Evaluating and reviewing what has been achieved
- c) Withdrawal from lessons: Some students with special educational needs, including those with an EHCP may be withdrawn 1:1, within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Orchard Mead Academy's inclusion ethos. It is offered to provide support in areas needed to enhance students' achievements.
- d) In-service training (INSET):
- The SENDCO provides INSET for NQTs/RQTs and other new staff at the school on the Code of Practice at Orchard Mead Academy.
 - Individual faculties can ask for INSET from the SENDCO as required, for specific purposes or generic training
 - Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions

3.8 INSET

All teaching staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff have on-going professional learning opportunities, and CPD is available to support their performance management and their role in supporting students with SEND.

CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

The SENDCO regularly attends the Local Authorities SENDCO Network meetings in order to keep up to date and is part of a local SENDCO Hub. The Mead Educational Trust also has its own SENDCO network, which the SENDCO attends and contributes to regularly. This information is then cascaded to staff to enable them to provide quality first teaching and is implemented through the Pupil Profiles and interventions.

3.9 Allocation of Resources

Staff are deployed to maximise the support for students with an EHCPs and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students. The faculty manages and deploys resources in the most effective way within the SEND budget, this is decided by the school.

3.10 Special Provision

In line with current legislation, the school building complies with current legislation. Adaptions occur to meet individual's needs.

At Orchard Mead Academy we have a number of students who have access to a laptop to use as their normal way of working within the classroom environment. This would also apply to when they complete exams, both internal and external.

We have a criteria at Orchard Mead Academy to follow when looking at students' needs for a laptop and is assessed and verified by a member of the SEND team, this is as follows: -

- If the student has a medical condition which does not enable them to write
- A temporary medical condition which prevents them from writing
- If a student's writing is illegible with or without a learning disability
- A sensory impairment

The spelling and grammar check facility and predictive text is disabled in exam settings, so as to not advantage any students with a laptop.

4. Supporting pupils at school with medical conditions

At Orchard Mead Academy we recognise 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 may be disabled, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education Health and Care Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

5. Monitoring and Evaluation

Monitoring of achievement and progress is through analysing pre and post intervention data. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND faculty, in line with all other areas of the school, have annual evaluations, improvement plans and the implementation of the SEND faculty action plan.

5.1 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND
- The SENDCO reviewing procedures in consultation with subject leaders, and outside agencies
- Feedback from other faculties and outside agencies
- Number of complaints received

In association with the Principal, the SEND Faculty produces an annual report which is provided to the councillors.

6.0 Working in Partnership

6.1 In School

The SENDCO and the SEND faculty liaises closely with individual members of the Senior Leadership Team, the pastoral support team, subject teachers, tutors, support staff and Faculty Heads as appropriate. Information and concerns are always discussed with the appropriate member of staff.

6.2 Parents

At Orchard Mead Academy we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take.

We believe that the relationship between Orchard Mead Academy and its parents/carers is a partnership which involves a two-way process. We provide an open-door policy where parents/carers are encouraged to contact the school whenever they have a concern. A convenient time will then be made for them to visit the school to discuss the matter further. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parents/carers of children at Orchard Mead Academy are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

- Parental views are recorded as part of the EHCP Annual Review procedures
- Parents are actively encouraged to help their child in many ways
- Providing interventions which can be accessed at home
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through contact with home, either through letters/emails or telephone calls
- New parents can attend the Open Evening in the winter term prior to transfer and the Parents'
- Induction day for year 6 pupils in the summer term before transfer
- Visits to primary schools by key staff to get to know SEND pupils before primary transfer
- Extra visits for year 6 pupils who need more time to get to know the school to enable them to be confident

6.3 Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). At all times, students are engaged in their education and are encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully.

Examples of this are:

- All students with an EHCPs are fully involved in the annual review process
- Student views are recorded as part of the review process and their views are valued and listened to

6.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Orchard Mead include (this is not an exhaustive list):

- The School Nurse
- Learning, Communication and Interaction Team (LCI)

- Behaviour Support Team
- Speech and Language Team
- The Educational Psychologist
- The Child and Mental Health Services (CAMHS)
- Children’s Hospital School
- The Educational Welfare Officer
- Occupational Therapy
- The SEMH team

6.5 Support between Schools

The SENDCO liaise with other SENDCOs:

- From local secondary schools to discuss local and national SEND issues
- At Local Authority run SENDCO network meetings
- At Local SENDCO Hub Meetings
- TMET wide SENDCO meetings
- On the transfer of a student with SEND from primary and to Secondary, as well as inter school transfers
- On the transfer of a student with SEND to Post 16 provision

6.6 Transfer Agreements

All documentation about a student’s special needs included in a student’s record, is transferred between schools. However, the SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and concerns around vulnerability. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forward to Post 16 placements.

7. Storing and Management of SEND Information

All SEND documents and data are stored in line with the school’s Data Protection Policy.

8. Management of SEND within School

The Principal and the Academy Council have delegated the responsibility for the day to day implementation of the policy to the Assistant Principal for SEND and Inclusion, who is also the SENDCO

In line with the new Code of Practice (2015), all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching.

8.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance and to be used in conjunction with the SEND Code of Practice (2015) guidelines and school job descriptions.

Academy Council:

- In partnership with the Principal, the Councillors have responsibility for deciding the school’s general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which included provision of SEND
- Monitoring the policy through the school’s self-review procedures

- All Councillors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

Assistant Principal:

- Setting objectives and priorities in the School Improvement Plan which includes SEND
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Informing the Academy Council
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy
- Disseminating information and raising awareness of SEND issues throughout the school
- Managing and developing the roles of Assistant SENDCO, HLTAs and Teaching Assistants, through training and Performance Management
- Managing the screening and identification of students
- Co-ordinating provision for students, including those with an EHCP
- Supporting the teaching and learning of students with SEND
- Managing the keeping of accurate records of all students with SEND
- Monitoring the drawing up, reviewing and monitoring Pupil Profiles for those with SEND and others, as required
- Monitoring departmental delivery of the SEND Policy
- Recruiting and deploying the School's SEND faculty, which includes the Assistant SENDCO, SEND administrator, HLTAs and Teaching Assistants
- Being responsible and accountable for the whole school SEND resources and sharing with the Principal and Business Manager, the responsibility for the allocation of funding devolved directly from the LA
- Liaising with parents and carers of students with SEND
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries and specialist settings
- Liaising with other SENDCOs, both locally and nationally
- Liaising with outside agencies
- Contributing to in-service training and external training (as appropriate)
- Being involved in preparing the SEND report, which the Principal forwards to the Councillors

Heads of Faculties/Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of Learning
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation
- Raising awareness of school responsibilities towards SEND
- Monitoring the achievements of students with SEND within their faculties and supporting teachers to ensure students are meeting their expected outcomes
- In line with the school's Quality Assurance, ensure that students with additional needs are considered and catered for

Teachers:

"All teachers are teachers of children with special educational needs" Code of Practice 2015.

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND faculty
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring Pupil Profiles are considered and effectively implemented in lessons, as well as feeding back amendments to the SEND faculty
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to SENDCO/SEND faculty through the referral system, using the graduated response

HLTAs/Teaching Assistants:

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Monitor progress against targets and outcomes for students with an EHCP and those on the SEND register
- Assist with drawing up Pupil Profiles for students, as required
- Contribute to the review progress, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on Educational Visits, as required

9. Complaints

If parents/carers have a complaint, this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint, parents/carers should address their concerns to the Principal or the Councillors, as in line with the school's complaint procedure.