



SEND Policy

Date Published: Under review

Review Date: Pending ratification



Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- 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 pupils, parents 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 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
- "Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2014)

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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 co-ordinators (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 the 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

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.

4. Roles and responsibilities

4.1 The SENCO

The current acting SENCO is Mrs Paula Smith p.smith@rushden-academy.net telephone 01933 350391

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- 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 SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any 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

Our school 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, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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 child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- As part of a SEND assessment, consideration would be given to the Accessibility Plan

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.

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 or 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.

- A transition plan will be devised to support transition

- We will provide extra support for SEN pupils by having transition visits & accompanied visits may be arranged
- Parents will be provided with a named contact at the next phase provider with whom the SENCO will liaise

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:

- Small group and 1:1 support may be offered to those students who have reading difficulties
- Support for students who have difficulty with organisational skills to encourage them to take responsibility for their learning
- In-class support to help students access the curriculum alongside their peers. Support staff work closely with teaching staff to ensure that student progress is maximised in all learning environments
- The Sensory Impairment Team work with students who have hearing/sight difficulties to ensure they are able to access the curriculum alongside their peers
- Social skills programmes are available for those students who find interacting with others difficult.
- A lunch time activity club for those who find unstructured times difficult
- The school is able to access additional support from the Education Psychologist Service

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

At Rushden Academy we have a bespoke provision. The HUB provides support to students who present with such difficulties that prevents them from being able to access the full curriculum. They are provided with a key worker and 1:1 support both within the provision and if required, in lessons. They have meetings with teaching staff to discuss strategies to best support them when in lessons. If appropriate external support packages are sourced to enable the students to be successful.

Communication with parents is crucial and they are regularly contacted to update on progress of the students who require this bespoke support.

5.9 Expertise and training of staff

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENCO, EAL Coordinator and Designated Teacher for LAC will regularly attend local network meetings
- All staff are provided with regular professional development to best support vulnerable learners.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice.

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

5.11 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 term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

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

- All pupils are encouraged to go on residential trips
- All pupils are encouraged to take part in extra-curricular activities
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please refer to the Admissions Policy for more information on application to Rushden Academy

The school buildings have more than one storey thus not easily accessible for wheelchair users and disabled students. We will however make reasonable adaptations where external advisors recommend the use of equipment or facilities which the school does not have. We will rent, borrow or purchase/contribute to purchase if funds allow or if in excess of the notional £6,000, apply for higher needs funding.

We support pupils with disabilities by:

- Working collaboratively with specially resourced provision, with support services and special schools, mainstream schools can ensure that the wide spectrum of SEN is met
- Learning aids, ICT and specialist fittings and equipment – a variety of learning tools and teaching resources, ICT (computers and access technologies), specialist aids and equipment are used. Some pupils may need particular furniture, fittings and equipment, such as height adjustable workstations
- Our Accessibility Plan can be found on the school website (www.rushden-academy.net)

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the School Council
- Pupils with SEN are also encouraged to be part of the HUB lunchtime club to promote teamwork/building friendships etc.
- Pupils with SEN have the opportunity to access our Wellbeing provision within the HUB
- We have staff trained for First Aid Mental Health concerns.
- We have the St Andrews Mental Health Quality Award
- Behaviour and Mentor plans
- Family support worker
- Youth worker
- Part of the Anti-bullying Committee
- Access to the Ethos team to support emotional, relational and spiritual needs of student and their families

We have a zero tolerance approach to bullying

5.14 Working with other agencies

We seek to respond quickly to emerging needs and work closely with other agencies and other professionals and organisations that provide support to children and young people. These include:

- Early Assessment Team
- NCC Sensory Impairment team

- Tier 3 services available through complex case referral
- Multi-agency Safeguarding Hub (MASH)
- Education Psychology Service
- Education Inclusion Partnership Team
- Specialist Support Services for Autism and SEND
- Information Advice Support Service (IASS)
- CAMHS
- NHS Services
- Speech and Language
- Service Six local counsellors and therapeutic practitioners
- Virtual Schools

- MHST Mental Health support Team
- Maplefields Outreach Programme

In accordance with the SEND Code of practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it may be another member of staff who we have identified as a key worker.

The Local Authority Offer and Parent Partnership

You can find details of the Local Authority Offer at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education/Pages/default.aspx>

You can find details of the Parent Partnership at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advise-and-support/9472-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants>

We advise parents and families without access to the internet to make an appointment with the current acting SENCO for support to gain the information they require by calling Mrs Paula Smith on 01933 313411 or emailing p.smith@rushden-academy.net

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If these concerns persist, parents should contact the school SENCO. If they are unhappy with the outcome then they will then be referred to 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

5.16 Contact details for raising concerns

The current acting SENCO is Mrs Paula Smith p.smith@rushden-academy.net telephone 01933 350391

5.17 The local authority local offer

You can find details of the Local Authority Offer at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education/Pages/default.aspx>

You can find details of the Parent Partnership at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/9472-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Complaints Policy
- Looked After Children Policy

This policy was been approved by the board on:

Signature of LGB chair:

Name of chair of the Board: Tim Foster

Date for renewal: