

# SEND POLICY & INFORMATION REPORT

## 2023-24



|                                 |  |
|---------------------------------|--|
| <b>Policy Title</b>             | SEND Policy and Information Report           |
| <b>Policy Created / Amended</b> | September 2023                               |
| <b>Policy Ratified</b>          |  |
| <b>Policy review cycle</b>      | 1 Year                                       |
| <b>Policy Review Date</b>       | September 2024                               |
| <b>Summary of changes</b>       | Change to dates<br>Assistant SENDCo included |

SENDCo: C. Bergin Cbergin@sybilandrewsacademy.co.uk

SLT members with responsibility for SEND: C. Bergin (SENDCo), J Pointon (Headteacher)

## **Legislative Compliance**

This policy has regard to the Children and Families Act 2014

The Code of Practice for SEND: 0-25 2015

Equality Act 2010

## **Procedures for admission**

Although the Academy will decide its own admissions, the local authority co-ordinates all admissions in its area, and will communicate all admission decisions to parents. Procedures for applying to Sybil Andrews are explained in the publication Admission to Schools in Suffolk. Please also refer to the Admissions Policy on the Sybil Andrews Academy website.

## **Section 1**

### **INCLUSION: POLICY and PRACTICE**

#### **Vision**

The Unity Schools' Partnership vision is:

#### **Difficulties mastered are opportunities won**

Unity Schools Partnership strives to ensure that all pupils leave their settings as confident, resilient individuals, positive about their future and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. There is a belief that all pupils can achieve. We encourage pupils to constantly strive to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood. The Code of Practice expects all schools to support pupils with SEND to:

1. achieve their best
2. become confident individuals living fulfilling lives
3. make a successful transition into adulthood, whether into employment, further or higher education or training.

(Code of Practice 6.1)

## **Inclusive Practice**

In Unity Schools' Partnership academies, including Sybil Andrews Academy, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all pupils' needs by alleviating substantial disadvantage and being compliant with equalities legislation. This includes providing auxiliary aids and services to pupils with physical disabilities. We endeavour to offer all pupils equal opportunities to participate fully in school life, including after-school activities, pupil roles of responsibility and school trips. We endeavour to ensure pupils with SEND participate in and are represented in all areas of extra-curricular school life. Sybil Andrews's ethos mirrors that of Whole School SEND - the 'golden thread' of SEND should be embedded across all aspects of school, and inclusivity should be built into every aspect of school life and not bolted on as an additional 'event'.

## **Objectives**

Unity Schools Partnership academies use their best endeavours to ensure teachers in the school are able to identify and, through embedded high-quality, adaptive teaching, provide for those pupils who have SEND. They have high aspirations of and expectations for all pupils with SEND. The focus is on improving outcomes for young people.

**Key objective** – to enable all pupils to participate in lessons fully and effectively.

In order to achieve this we will:

1. work in partnership with parents/carers who play a fundamental role in enabling young people with SEND to achieve their potential.

a. All academies in the partnership recognise and value the unique knowledge and experience that parents have which can contribute to a shared understanding of how to meet children and young people's needs.

2. Include the views of young people about what sort of help they would like to make the most of their education.

a. Pupils will be included in all decision-making processes, reflecting on their learning needs.

3. Identify at the earliest opportunity any pupils who are not making expected progress.

a. Class and subject teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Code of Practice 2014: 0-25 'Every teacher is a teacher of SEND'.

b. High quality and adaptive teaching scaffolded for individual pupils is the first step in responding to those who have or may have SEND.

c. The academy follows the SEND Code of Practice 2014: 0-25 years' graduated approach regarding the identification and review of pupils with special educational needs. The four key actions are:

- i. Assess
- ii. Plan
- iii. Do
- iv. Review

4. Ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.

a. Special educational provision is underpinned by high quality, adaptive teaching

b. The SENDCo provides professional guidance and support to teachers

c. The SENDCo ensures research-informed, targeted, time-limited interventions are in place to address identified gaps in learning for students with SEND.

d. The SENDCo monitors the effectiveness of interventions delivered by the SEND department. Other interventions are monitored by the relevant co-ordinator.

5. Work closely with external support agencies, where appropriate, to support the needs of individual pupils.

6. Communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Policy and Accessibility Plan.

## **Section 2**

### **IDENTIFICATION, ASSESSMENT & PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

#### **Identifying SEN**

The Academy welcomes pupils with or without an Education, Health and Care Plan. We will do our best, in partnership with parents / carers, to meet the special educational needs of all our pupils.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (P4 xiv)

The four broad categories of need identified in the SEN Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

### **Disability and Equality**

Some young people who have SEN may have a disability under the Equality Act 2010: ... a physical or mental impairment which has a long-term adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments affecting sight, hearing and long-term conditions such as asthma, diabetes, epilepsy and cancer.

Sybil Andrews Academy complies with The Children and Families Act 2014 regarding supporting young people with medical conditions. Provision is planned and delivered in accordance with healthcare plans.

### **English as an Additional Language**

Pupils who speak English as an additional language are not automatically considered to have a special educational need. National guidelines on expected progress of pupils new to English are used to support the identification of underlying learning difficulties if concerns are raised by teachers and/or parents/carers.

### **Under-achievement**

The Academy recognises that progress may be affected by factors other than SEND. The academy's pastoral support teams are responsible for dealing with day-to-day concerns. The Academy's Pastoral Officers provide additional pastoral support, liaising with Heads of Year, Form Tutors, teaching staff and parents/carers. Where pupils present with behavioural concerns, the Academy's holistic approach is to try to identify the underlying causes of the behaviour and then put in place support strategies through the SEN and/or pastoral systems. We support pupils to become responsible and resilient.

The wellbeing of pupils is a high priority at Sybil Andrews. We use Emotional Literacy Teaching Assistants (ELSAs) to work with individuals and small groups of pupils who are presenting with emotional difficulties which impact on relationships with others and readiness to learn.

We have regular meetings with the Assistant Head teacher for Behaviour, DSL and, Pastoral team. Here we discuss students who may be causing concern for any reason, and we are able to take a co-ordinated and joined up approach to offering support and monitoring/reviewing progress. There are weekly SEND meetings where pupils with SEND are discussed.

## **Health**

The School Nurse Service supports pupils with health-related concerns. Drop-in sessions are available but also regular appointments can be made. The School Nurse can meet with parents/carers of pupils with medical needs and support the setting up of healthcare plans.

The school's Pastoral Officers, Form Tutors and Heads of Year also offer students emotional support. Emotional wellbeing is promoted across the Unity Schools Partnership, with workshops and training offered to staff.

## **Section 3**

### **RESPONSIBILITIES AND RESOURCES**

Subject teachers are primarily responsible for the progress and achievement of students with SEND, and for providing our core offer of inclusive high quality, adaptive teaching in support of this.

The Special Needs Co-ordinator (SENDCo) takes responsibility for the strategic development and implementation of the SEND policy, the co-ordination of special needs provision, working closely with staff, parents/carers and other agencies. The SENDCo also provides professional guidance to colleagues to ensure students with SEND have full access to the curriculum.

The Partnership's CEO and the Academy's Headteacher have responsibility for the overall management of provision for all students.

The SEND Governor regularly meets with the SENDCO, ensuring that policies and procedures meet statutory requirements. The duties of the Governing Body are set out in the SEND Code of Practice 2014/15.

### **Expertise of staff responsible for and working with students with SEND**

The SENDCo is a highly experienced qualified teacher and a member of the Senior Leadership Team with expertise in SEND. The SENDCo holds the NASENCO award.

There are a range of specialism within the SEND team, with two trained as ELKLAN leads and one as an ELSA. One LSA has experience of working with students at risk of NEET and

teaching Functional Skills. One LSA has experience of working with pupils with significant learning difficulties.

A programme of continuing Professional Development for SEN and Disability (SEND) is undertaken by school staff, including Learning Support Assistants.

### **Identification, assessment and review**

The identification of SEN is through the overall monitoring of progress for all pupils. However, we encourage parents to share their knowledge and concerns about their child, so these may be acted upon.

The academy follows the SEND Code of Practice: 0-25 years' graduated approach with regard to students with special educational needs. The four key actions are:

Assess: The subject teacher is responsible for tracking all students' progress. Where a student is under-performing, a teacher will implement scaffolding through teaching and learning strategies and resources. If no progress is evident, the teacher will liaise with their Head of Department to discuss current provision within the department. Further scaffolding will be applied and continue to be monitored. If, after a second cycle of support has been implemented, there is no or very little progress, the subject teacher will refer the student to the SENDCo for further assessments to identify specific areas of difficulty.

Plan: Following assessments, the SENDCo will feed back to teacher and parents / carers. Further strategies for support will be agreed. The pupil will be involved in this process of identifying what helps them to learn best.

Do: The Subject teacher remains responsible for the progress of all students, including those with SEND. Where interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning. Heads of Year track the longer-term progress across all subjects for the students in their year group.

Review: The effectiveness of the support will be reviewed termly as well as through assessments within subject areas. Pupils with a One Page Profile will have this reviewed at least termly by their SEND Key Worker in collaboration with the student and parents/carers. SEND staff delivering targeted interventions will reassess pupils to monitor impact and discuss next steps with the SENDCo.

### **SEND Register**

All pupils with an EHC Plan will automatically be placed on the school's SEND register. Pupils may be placed on the school's SEND register in consultation with pupils and parents / carers.

## **Education, Health and Care Plans**

Pupils whose progress remains considerably below age-expected levels despite intervention may be referred for an assessment for an EHC Plan. Person-centred County guidance is followed, and parents/carers and pupils are fully involved, with the process designed to be child and family-friendly. (Information about the process of applying for an EHCP is published on the Local Authority Website, along with the Local Offer.)

In addition to the school's usual system of reporting progress, pupils with an EHC Plan will have an annual review to evaluate outcomes and make any changes which may be necessary. From Y9 the reviews will focus on moving into adulthood and developing pathways to adulthood.

## **Transition**

Transition into school and at important Key Stage changes can be a time of anxiety for children with SEND and their parents/carers. It is recognised that all transitions offer the opportunity for parents/carers to discuss the needs of their children, and any concerns with the receiving school staff. It is recognised that parents/carers know their children well, and therefore transition is considered the start or continuation of a partnership.

At transition in Y7, SATs results and records from your child's previous school are shared. Sybil Andrews has an enhanced transition offer for students with SEND. The SENDCo meets with Year 6 teachers and/or SENDCo in all key feeder primary schools to gain information about more vulnerable pupils. Additional meetings with parents and visits to school are welcomed. The SENDCo will attend Y6, and where possible, Y5 Annual Reviews so that an early relationship with pupil and parents can be built and preparation for the next Key Stage can be planned well in advance – particularly important for children with the most complex needs. Pastoral and SEND staff make visits to primary schools to meet children and work with them in the classroom. SEND staff liaise with any SEND support agency staff who may have already been supporting the child.

Sybil Andrews Academy works collaboratively with its own and external post-16 provision. Transition to sixth form settings is supported according to individual need and may include additional supported visits to the new setting, inviting the new setting to annual or other reviews, sharing pupil information and forwarding any exam access or SEND documentation if relevant.

## **Evaluating Provision and Tracking Progress**

Our practice includes:

- Successful integration of pupils at points of transition
- Regular feedback from parents/carers and pupils
- Y7 reading assessments



- Pre and post targeted intervention assessment
- Analysis of pupil tracking data and test results for individuals and groups of pupils
  - Progress and achievement data for individuals and groups
- Successful collaboration with external agencies where appropriate
- Termly review of targets within One Page Profiles
  - Evidence from monitoring classroom practice by middle and senior leaders

### **Support arrangements**

High Quality Teaching, which includes adaptive teaching where learning is appropriately scaffolded, is the first step in responding to pupils who may or may not have SEN. If pupils do not make progress despite a variety of teaching strategies and approaches being in place, then the SENDCo will undertake additional assessments to identify if pupils have any underlying learning needs.

Following discussion with subject teachers, pupils and parents/carers the most suitable support arrangements will be put in place. This may include, enhanced adaptive teaching, targeted interventions or Learning Support Assistant (LSA) support. LSAs work with individuals and small groups both (within lessons and separately) on focused learning tasks under the direction of teachers and / SENDCo. They impact positively on pupils' learning through creating resources and personalising aspects of learning. LSAs run small group and one-to-one interventions - under the direction of subject teachers or the SENDCo.

Additionally, as and when needed, personal support assistants are trained to provide personal care for pupils with physical disabilities.

Clubs and enrichment sessions are offered, providing additional support outside of the formal curriculum. Life skills are developed through the Personal Development curriculum for all students as well as other award schemes which focus on developing Life Skills. Support with pathways to adulthood and 16+ transition are offered by the SEND and Pastoral team where required.

### **Exam Access Arrangements**

For public exams, Exam Access Arrangements can be put in place for pupils who meet the Joint Council for Qualifications' (JCQ) criteria. Assessments are carried out by an approved and qualified assessor and applications processed by the school's Exams Officer.

Access Arrangements are only awarded to students by JCQ when their teachers confirm this is their 'normal way of working', where there is a substantial history of need and where approved standardised assessments conducted by a qualified specialist with an established relationship with the school provide sufficient evidence to substantiate the application. All examination centres, such as schools, are bound by JCQ and/or examination body regulations when considering exam access arrangements.

For pupils needing exam concessions due to medical or mental health needs, clinical evidence from medical professionals is also required. Where the practitioner is commissioned privately by parents/carers, e.g. a private psychologist working outside the NHS, we require evidence of the practitioner's credentials to ensure they meet JCQ criteria. If a cost is incurred for providing evidence from a private practitioner, it will be the responsibility of the parent/carer to pay this.

For more detailed information about exam access arrangements within school, please refer to the Unity Schools Partnership website, where you will find the Exam Access Arrangements Policy, which applies to all Partnership schools, including Sybil Andrews.

JCQ exam regulations are available to view on the JCQ website and are updated annually each September.

### **Working with other agencies**

The school works in partnership with professionals from a range of other agencies, e.g. County advisory services, occupational therapists, speech and language therapists, educational psychologists, and health and social care professionals on a needs basis.

## **ACCESSIBILITY**

### **The Accessibility Plan aims to:**

- increase the extent to which disabled pupils can participate in the school's curriculum and other aspects of school life
- improve the physical environment of the school in order to help disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school's Accessibility Plan and policy is reviewed regularly. Environmental alterations are made to accommodate students with physical and sensory needs. Individual evacuation plans are in place for all wheelchair users. There are disabled toilets in all areas of the school, one with a hoist and changing bed.

For additional information, see our separate Accessibility Plan.

## **BEHAVIOUR**

Positive behaviour and excellent attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

The Behaviour Policy forms an integral part of our school curriculum; at Sybil Andrews we recognise the need to teach our values of kindness, courage and responsibility as well as

knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and ethos on these values. We appreciate that for some of our pupils positive behaviour still needs to be fully developed and we are committed to supporting them to become responsible and resilient, with strong self-discipline. Please see separate Behaviour Policy for more detailed information.

### **Racial, Religious and Sexual Harassment and Bullying**

At Sybil Andrews we promote equality and aim to eradicate all forms of bullying. Harassment and bullying will not be tolerated at Sybil Andrews. Adults are advised to follow reporting procedures as outlined in the anti-bullying section of the school Behaviour Policy. Sanctions and restorative approaches will be applied according to the circumstances. Similarly, if circumstances dictate, the police will be contacted.

It is recognised that pupils with SEND can be particularly vulnerable to bullying, and that children with communication difficulties may be unable to recount events. These vulnerabilities are taken into account by staff when dealing with issues of bullying involving pupils with SEND.

### **COMPLAINTS**

The Academy's Complaints Policy can be found on the school website. There is a clear staged approach to complaints, however the Academy expects that before seeking to use the formal policy the complainant:

- a) will have raised the matter with the pupil's Form Tutor, Pastoral Officer or Head of Year, if the matter relates to a pupil;
- b) will have made reasonable attempts to seek an informal resolution.

The Chair of Governors shall have a discretion, which will be exercised reasonably, not to allow a complaint to be pursued where these preconditions have not been met.

### **Data Protection**

Sybil Andrews Academy complies with the GDPR (General Data Protection Requirement) and the Data Protection Act 2018. The GDPR is a piece of EU-wide legislation giving greater rights to individuals over who holds their personal data and how they use it. It continues to apply after Brexit.

Personal data means information that can identify a living individual. The school has a data protection lead and the Unity Schools Partnership has a Data Protection Officer (DPO).

More detail about our commitment to data protection can be found in the following policies, which are available on the Unity Schools Partnership website:

- Combined data protection and freedom of information policy
- Records retention policy
- Pupil privacy notice

Information about someone’s physical or mental health or condition is regarded as sensitive personal data and is treated with greater care than other personal data. We may share personal data, including sensitive personal data, with professionals providing services connected with SEND support.

The Data Protection Act gives children rights over their own data, e.g. whether to be photographed or videoed, when they are considered to have adequate capacity to understand. Most children will reach this level of understanding at around age 12. For this reason, for most pupils in a secondary school, it will normally be up to the individual child to decide whether to be photographed or videoed. Where the school considers that the child does not have the capacity to make such a decision the school will act as it considers to be in the best interests of the child and in doing so will take account of any stated parental preference. For more detail please see the photography and video policy, which is available on the Partnership website.

#### **FURTHER INFORMATION**

Additional information regarding the SEND Code of Practice 2014/15: 0-25 can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Additional information about Suffolk’s Local Offer and SEND procedures can be found at

[www.suffolk.gov.uk](http://www.suffolk.gov.uk)

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

|  |   |
|--|---|
| <p>This policy was agreed by the Governing Body on:</p><br><br><br><br><br><br><br><br><br><br><p>Review date:</p> | <p style="text-align: center;">September 2024</p> |
|--|---|