



# STEWARDS ACADEMY

<b>Title</b>	<b>SEND Policy</b>
<b>Academic Year</b>	<b>September 2020</b>
<b>Originator</b>	<b>Russell Perrin</b>
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<b>Pages:</b>	<b>5</b>

*“Every teacher is a teacher of every child including those with SEN.” (Code of Practice for SEND January 2015)*

The Special Educational Needs Co-ordinator (SENCO) can be contacted via the main switch board at the school or via the school e-mail system. For further details on the staff connected to Special Educational Needs see **Appendix 1**.

Our support for students at Stewards Academy embraces the overriding philosophy that early intervention starts with Quality First Teaching. Where further intervention is required, the aim of Special Educational Needs and Disability (SEND) department is to identify, monitor and support students with a wide range of additional needs to access the curriculum and support them to make expected and we strive for better than expected progress.

To this end we aim to ensure that after evaluation and where appropriate in consultation with a range of professionals, a package of personalised support is implemented, assessed and reviewed at regular points throughout the academic year.

This supports our responsibility to ensure that funding received from the Authority, is used to provide a provision which is “additional to and different from” that in place for other students at Stewards Academy. It ensures that we are operating with the student at the centre of everything we do and that the outcomes are focused and provide good value for money.

This policy was created by the SENCO in consultation with the Senior Leadership Team (SLT) and the Governing Body and reflects the SEND Code of Practice 0-25 published by the DfE in January 2015 and temporary legislative changes relating to coronavirus (COVID-19).

This policy should be read in conjunction with other relevant school policies relating to SEND, including the Behaviour policy.

## **AIMS**

Stewards Academy:

- aims to provide good quality teaching every day for all pupils.
- will ensure where additional support is required, this will be put into place.
- we ensure that students will achieve their best and become confident individuals, who make a successful transition into adulthood.

- will, in addition to the 'in class' support available, provide and use a range of targeted support and services that meet each student's individual needs.

Stewards Academy has an on-going programme of Continual Professional Development which enhances Quality First Teaching. The SENCO works closely with outside agencies who contribute to the provision for pupils.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Prior to a student being placed on the SEND 'Support Register', the SENCO will consult with the relevant parties, including the family, the student and teachers. Assessment data will be analysed and a range of assessment tools will be used to create a full picture of the pupil to see if they need to be placed on the support register and to determine the specific area of need.

Where a higher level of need is identified, it may be necessary to consult with outside agencies and other educational and / or health care professionals. These more specialised assessments will enable the school to further develop their understanding of the needs and the response needed for the individual.

These further interventions may result in a decision to apply for an Education Health and Care Plan (EHCP) in order to ensure that sufficient funding is received to employ a range of provisions that will enhance the educational experience for a student and ensure that the school can support them to reach their full potential.

The SEND Code of Practice describes the four broad categories of need as:

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

Further details on these categories and factors that are not considered to constitute a Special Educational Needs see **Appendix 2**.

The cycle of Assess – Plan – Do – Review, forms the basis of intervention for SEND pupils at Stewards Academy. Details of this cycle can be found in **Appendix 3**.

We are able to make decisions based on the evidence to ensure that the services offered to students are the best that they can be. Students, parents and staff are involved in the process of evaluation. It is the intention of all involved, that the pupil reaches their potential and ensures they are provided with the opportunities and outcomes that will enable them to be successful.

Where the intervention package that has been put into place exceeds the SEND funding the school receives, the SENCO will request further funding from the Local Authority in order to meet these needs. If a higher level of funding is necessary, all relevant parties are consulted as a part of the process.

When a pupil is consistently not making progress, despite the range of support mechanisms put into place, Stewards Academy may consider if an alternative and more specialist setting would be more appropriate to meet the young person's needs. The SENCO, in consultation with the Headteacher, the student and their family / carers will begin the process of gathering evidence of interventions carried out by the school and will engage with the Local Authority, through Statutory Assessment Service in order to support the needs of the student in a more

appropriate setting. This would only occur, when the school has explored every possible option at its disposal and where, despite all the additional resources that have been put into place, the student has still failed to make progress.

## **EXITING THE SEN REGISTER**

A student is only removed from the register if they have evidenced sustained progress over time with the level of support which has ensured that they make this progress independently. Further details of the process can be found in **Appendix 4**.

## **SUPPORTING STUDENTS AND FAMILIES**

At Stewards Academy, student and parental engagement is very important. Our school website provides parents and carers with access to our SEND Information Report. This is a parent's guide to the SEND support that is available at Stewards Academy. The Local Authority Offer is also clearly signposted on our school website. Further details of how students and families are supported by Stewards Academy can be found in **Appendix 5**.

Admission arrangements for Stewards Academy are available in a separate document which can be accessed via the school website. The Academy adheres to the Admissions Code ensuring that young people with SEND are treated fairly.

At Stewards Academy, we work hard to ensure that all students, including those with SEND have fair and equal access to internal and external examinations. We ensure that any pupil has the appropriate access arrangements, which reflects the student's normal way of working. This might include an application for extra time, the use of a reader, a scribe and / or a prompt. The appropriate testing will be undertaken to ensure that the pupils receive the access arrangements to which they are entitled.

Stewards Academy works closely with primary schools and with the local schools and colleges, to ensure that effective transition arrangements are put into place. The SENCO will attend year 5 and 6 review meetings where appropriate, additional visits will be made for the pupils prior to them joining our school, if this is required. We will work with outside agencies as well as the staff from the school they attend prior to transfer to ensure that the provision put into place is done ready for their arrival. We will ensure that their needs are recorded and that any specific requirements are put into place starting secondary education.

When moving from Stewards Academy to a new educational setting, pupils will be provided with all relevant paperwork and information. This again is done to ensure a smooth transition process.

## **SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

For some students, additional provision may be required to ensure they are fully supported in school due to their medical needs. This can be on a day to day basis, or in certain subjects (such as PE) or for school trips. Some pupils with medical conditions may be disabled and where this is the case, Stewards Academy will comply with its duties under the Equality Act 2010.

## **MONITORING AND EVALUATION OF SEND**

All staff are made aware of which students are on the SEND support register and what their needs are. This register is updated regularly, to ensure that the provision in place for pupils is

relevant and the interventions timely. The register is available to all staff in school. Changes to the register are passed to staff via our internal systems in place.

## **TRAINING AND RESOURCES**

A comprehensive programme of professional development is well established at Stewards Academy. Training for all staff, including new staff to the school, ensures that they are aware of the ethos that surrounds the SEND provision at Stewards Academy and the expectations on them to ensure good quality teaching every day. Details of how this is achieved can be found in **Appendix 6**.

## **ROLES AND RESPONSIBILITIES**

The SEND governor monitors and oversees the work of the SENCO and the school compliance with current legislation in relation to the SEND Code of Practice. The SEND governor and the SENCO meet on a regular basis and the governor is briefed on funding arrangements and has an understanding of the interventions and support which is facilitated through this funding as well as the range of interventions in place for pupils.

The Learning Support Assistants (LSAs) are deployed in departments in many instances where they are permanently based within a subject area. This allows them to develop their skills in these areas and maximises their impact. The SEND LSAs are directed in their daily duties by the SENCO/Assistant to the SENCO. The Learning Mentors are directed in their daily duties by the Pastoral Support Manager Level 2 with the exception of the Children in Care (CiC) Learning Mentor who is directed by the SENCO. The SENCO and the Pastoral Support Manager Level 2 meet on a regular basis to ensure that the provision in place is effective for all pupils.

## **STORING AND MANAGING INFORMATION**

Records and files pertaining to individual students are kept until the student reaches the age of 25 years, unless forwarded to the student's next school / educational institution. In the case of students who have a Statement of Educational Needs or an EHCP, records are retained by the school until the pupil reaches the age of 30 years. After this time records are destroyed as confidential waste.

## **REVIEWING THE POLICY**

The SEND policy will be reviewed on a yearly basis. This will ensure that all contents are up – to – date and relevant. If any major changes to the SEND provision occur, the policy will be updated in the interim, throughout the year.

## **ACCESSIBILITY**

The Disabilities Discrimination Act places a duty on the school and the Local Authority to increase over time the accessibility of schools for disabled students.

The provision in school is individual for all pupils and pupil passports are used to ensure that all staff are aware of the needs of all pupils. Staff can be contacted by telephone, via the main switchboard (01279 421951).

## **DEALING WITH COMPLAINTS**

If you have a complaint relating to the provision for an individual student then in the first instance, please contact the SENCO by telephone. If you do not feel that this is appropriate, then please refer to the school's procedure for dealing with complaints.