

## **Stewards Academy**

### **SEND Policy**

**Amended: June 2016 / June 2019 / June 2020**

**Review date: June 2017 / June 2020 / June 2021**

### **Appendices**

**Appendix 1: SEND and Associated areas: Staff Details** (please refer to current Staff List for specific contact names)

- Special Educational Needs Co-ordinator (SENCO)
- Pastoral Support Manager Level 2
- Bridge Manager
- Area Leader for SEND
- Special Educational Needs and Disability (SEND) Link Governor
- The designated teacher for Safeguarding
- The designated teacher for Children in Care
- The designated teacher responsible for managing Pupil Premium Funding
- The member of staff responsible for managing the school's response for meeting the medical needs of students is the Assistant to the SENCO

## **Appendix 2: Categories of SEND and factors not considered to constitute SEND**

These areas give an overview of the range of needs which teachers and support staff should plan for when preparing the provision for pupils. Consideration is always given to the fact that individual pupils can have needs which are identified as being in more than one of the areas outlined and that these needs may change over time. This provision aims to help them overcome those barriers to learning and enables them to engage in a broad and balanced curriculum and make the best progress possible. Progress is always considered in relation to their starting point and takes account of their specific needs.

There are other factors that may impact on progress, but these are not considered to be a Special Educational Need:

- Disability (The Code of Practice outlines the reasonable adjustment duty that should be provided under the current Disability Equality Legislation. These alone do not constitute a Special Educational Need).
- Attendance and punctuality
- Health and Welfare
- EAL
- Being a Pupil Premium Student
- Being a Looked After Child

Any concerns relating to a student's behaviour are assessed to determine the underlying cause of the behaviour so a response to the educational need can be put into place. The half termly Pastoral Intervention Board (PIB) meeting is the main forum at which this occurs.

The Code of Practice states that students are only identified as having SEND if they do not make adequate progress despite Quality First Teaching and appropriate interventions. Teachers monitor the progress of students and access support from additional adults within the school and external agencies. Quality First Teaching which is differentiated for individual students is the first response when a student is not making expected progress. At Stewards Academy the standards of teaching and learning are monitored and reviewed, including formal and informal observations and learning walks. Where it is required, additional support will be provided to ensure that staff are supported to broaden their understanding of teaching students with a range of Special Educational Needs.

### **Appendix 3: Assess – Plan – Do - Review**

This cycle can be summarised as follows:

- Once needs have been assessed, a package of support is planned to ensure that it meets the individual needs of the pupil.
- Once any additional support has been agreed, it is carried out for a specified period of time. The length of time will depend on the type of support. We will consider if the intervention(s) put into place fulfil the provision required for the pupils. Changes will be made accordingly, and alternative interventions will be put into place if required.
- Once the set period of time has been completed, the effect of this will be evaluated to see if the pupil has made progress and to ensure that the support has been effective. We will consider if there is an alternative solution that could be used.

### **Appendix 4: Exiting the SEND Register**

- We aim to ensure that the support that is put into place at whatever level will result in the student making progress in line with their peers.
- If this progress is sustained over time, then the level of support the pupil receives will be reduced.
- For those pupils with a Statement of Educational Needs or EHCP, we will consider if this provision is no longer needed. This will be done at the Annual Review meeting.

For those pupils placed on the SEND support register, we will consider if they should be removed from the register completely. If they are, staff would be made aware that there is a level of need by placing the pupil on Class Support. This ensures that staff continue to be aware of any needs a pupil may have, which can be addressed through Good Quality Teaching. This ensures that no – one ‘slips through the net’. They will remain on Class Support until such time that their needs can be addressed through the differentiation of the class teacher.

## **Appendix 5: Supporting Students and families**

All students and parents / carers are able to attend an Annual Review once a year for any pupil with a Statement of Educational Needs or EHCP. In addition to this, any pupil placed on our SEND support register, is able to attend two structured conversations a year. These meetings are used to consider the progress made by the pupil and to gather information on the barriers that are affecting their learning and what strategies work well for the pupil. This information is recorded on their one page profile (formerly presented as the pupil passport). One page profiles are available to everyone so they can be familiar with the provision that is put into place for each pupil.

In addition to this the SENCO is available at every parents evening, so if parents / carers have any queries, regarding the Special Educational Needs these can be answered immediately.

The Academy has a wide range of links with other agencies who are able to support the family in a variety of ways. This support can provide a range of services, such as support with improving attendance, supporting medical issues, providing counselling for parents and so on.

## **Appendix 6: Training and Resources**

The SENCO will brief staff on any special provision put into place for new pupils to the school. The SENCO will attend cluster meetings as well as Local Authority Update meetings.

The SENCO and Pastoral Support Manager Level 2 work closely with staff throughout the school to ensure that the provision in place for SEND pupils is relevant and effectively completed. The SEND Information report outlines further details of what is available in this area and can be found on the Stewards Academy website.