



SEND Policy

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Approved By	A Pincher

Change of Record		
Version	Date	Description
Version 1.1	August 2022	Adaptions following appointment of new SENCO

The Regis Academy Special Educational Needs & Disability (SEND) Policy

Introduction

The Regis Academy has a named Pastoral Manager, a SENDCo and a named Governor responsible for SEND. They ensure that The Regis Academy Special Educational Needs & Disability Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014, updated April 2020), the Local Education Authority and other policies current within the school.

It is the belief at the Regis Academy that all pupils have an equal right to a full, rounded, and balanced education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014, updated April 2020).

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory/physical

This SEND policy details how, at The Regis Academy, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs and/or disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs and/or disabilities.

Aims and objectives

Our school empowers the children to succeed through providing a clear focus on outcomes not just on hours of support. We aim to:

- create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- make clear the expectations of all partners in the process
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- ensure pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- identify the roles and responsibilities of all staff in providing for pupils' special education needs
- make reasonable adjustments to enable all pupils have full access to all elements of the school curriculum
- work cooperatively through productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Legislation and guidance

This policy and information report is based on the statutory SEND Code of Practice -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

and the following legislation:

- <https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEN and disabilities
- <https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our Funding Agreement and Articles of Association.

Definitions

A pupil has SEND if they have a learning difficulty or disability that 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.

Roles and responsibilities

The Special Education Needs and Disability Co-ordinator (SENDCo)

The SENDCo is Jo Nicholas.

The SENDCo will:

- Work with the Head of Centre and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 (LA) 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 SEND up to date

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND 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 headteacher and SENDCo to determine the strategic development of the SEND Policy and provision in the school
- Review SEND Policy annually

The Head of Centre

The Head of Centre will:

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

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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND Policy

Identifying pupils with SEND and assessing their needs

Pupils with SEND needs identified previously:

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience to date. If the pupil already has an identified special educational need and/or disability, this information may be transferred from other partners. The class teacher and the SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any unidentified learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning.

Concerns that arise during placement:

Staff will assess pupil's current skills and levels of attainment on entry. Throughout a placement at The Regis Academy, 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

This may include progress in areas other than attainment, for example: social needs and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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/carers. We will use this information to determine the support that is needed, if we can provide it by adapting our core offer or whether something different or additional is needed.

In order to help pupils with special educational needs and/or disabilities, The Regis Academy will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our own interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual pupils through the use of an Individual Education Plan (IEP) and the SENDCo and class teachers will have responsibility for ensuring that records are kept and available when needed. If we refer a pupil for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the pupil to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents/carers may be consulted, and specific interventions put in place. These will be monitored for a period to be determined at the start of the intervention on an individual basis. If limited progress is noted after this time, the pupil may then be added to the school SEND Register.

The class teacher, after discussion with the SENDCo, will then provide further interventions that are additional to those provided as part of the school's differentiated curriculum. The pupil will also be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents/carers and young person.

Reasons for a pupil being added to the SEND Register may include the fact that s/he:

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional, social or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the adjustments and additional support provided by the school.

Consulting and involving pupils and parents/carers

Partnership plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs. All parents/carers of pupils with special educational needs and/or

disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Pupils and young people with special educational needs and/or disabilities often have a unique knowledge of their own needs and have their own views about what sort of help they would like. Therefore, the school will encourage them to contribute to assessments of their needs, along with review arrangements and the transition process.

The school website contains details of our Policy for special educational needs and/or disabilities and our Special Educational Needs Information Report. The latter includes the arrangements made for pupils in our school with special educational needs and/or disabilities along with information on the Local Offer.

At all stages of the SEND process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings with them, each half term, to share information on the progress being made. We inform the parents/carers of any outside intervention and share details regarding the process of decision-making. We do this by providing clear information relating to the education of their pupil.

Parents always have access to the SENDCo through a school email address.

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 teacher will work with the SENDCo 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/carers
- The pupil's own views
- Advice from external support services, if relevant

Staff will then review the assessment 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. This will be recorded and shared through an Individual Education Plan (IEP) which will be reviewed and updated regularly, dependent upon the length of pupils placement at the school.

Parents/carers will continue to be consulted and kept informed of the action taken to help their child. Likewise, we will share details of the outcome(s) of any action we have taken. Parent/carers will be invited to meet regularly with the class teacher and SENDCo. They will be offered specific time slots to discuss Individual Learning targets and progress with the SENDCo on a termly basis.

The use of Outside Agencies

A variety of Services may become involved if a pupil continues to make little or no progress despite considerable input and adaptations. They will have access to the pupil's records in order to establish which strategies have already been employed and which targets have previously been set.

External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The pupil's Individual targets will set out strategies for supporting their progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the school Provision Map continues to be the responsibility of the class teacher.

Outside agencies may become involved if the pupil:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional, social or behavioural difficulties which regularly and substantially interfere with the pupil's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, continues to fall behind the level of their peers.

School Request for Statutory Assessment or Education Health and Care Plans (EHCP)

A request will be made by the school to the LA if the pupil has demonstrated significant cause for concern. The LA will be given information about the pupil's progress over time, receive documentation in relation to the pupil's special education needs and/or disability and information on any other action taken to deal with those needs, including any resources or special arrangements put in place. Typically, this will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the pupil's health/medical history, where appropriate
- National Curriculum attainment levels in literacy and numeracy

- Education and other assessments, for example from an Advisory Specialist Support Teacher or Educational Psychologist
- Views of the parents/carers and the pupil

The parents/carers of any pupil who is referred for statutory assessment will be kept fully informed of the progress of the referral. Pupils with an EHCP will be reviewed each half term in addition to the statutory Annual Review. When this coincides with transfer to high school, the SENDCo from the receiving high school will be informed of the outcome of the Review.

Supporting pupils moving between phases, reintegration and school moves

We will share information with the school, or other setting, that the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this process. We will work with schools to agree a transition or reintegration programme that works best based on the individual pupils needs. This will be supported by our Pastoral Lead and SENDCo to ensure a smooth transition for the pupil.

Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Mentoring
- Booster groups
- Phonics intervention
- Peer mentoring
- Friendship groups
- Sensory
- Emotion recognition work in small groups and 1:1
- 1:1 support in lessons
- 1:1 withdrawal

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.
- Adapting our teaching and curriculum to the needs of the current cohort e.g. assessing gaps in knowledge and revisiting these to ensure progress can be made by building on these skills

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals (IEPs) each term and half term (dependent upon the length of placement with us)
- Reviewing the impact of interventions after 3 and 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using Provision Maps and IEPs to measure progress
- Holding annual reviews for pupils with EHCPs

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be directed 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
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. This includes the provision for pupils with Education Health and Care Plans.

The Head of Centre informs the Governing Body of how funding allocated to support special educational needs has been employed.

The Head of Centre and SENDCo meet to agree on how to use funds directly related to EHCP's.

