

SEND Policy

Freemantle Church of England Community Academy Trust



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Approved by:	Directors	
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1. Aims and Objectives

Aims:

The aim of this policy is to provide the structure for a pupil-centred process that engages pupil, family, academy staff and other professionals in planning for and implementing high quality, needs led provision for children with special educational needs that is consistent across the academy. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives:

The SEND Policy of Freemantle CE Community Academy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met through early identification and intervention
- To consider the views of the pupils with special educational needs
- To encourage good communication and genuine partnerships with parents/ carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education and curriculum, including an appropriate curriculum for the foundation stage, for pupils with special educational needs
- In conjunction with the 'Supporting Children with Medical Conditions' Policy plan to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the 'Assess, Plan, Do, Review' process
- Develop a culture of inclusion which values high quality teaching for all learners, with teachers using a range of effective personalisation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within the academy and other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the academy and the Southampton Co-Operative Learning Trust
- Make efficient and effective use of academy resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Southampton City Council such as the Ordinarily Available Provision document

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. Definition

The Special Educational Needs and Disability Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and disability code of practice: 0-25 years (January 2015) DfE & DoH

4. Roles and Responsibilities

The SENCO is Laura Allen.

4.1 The SENCO will:

- Work with the Senior Accountability Team (SAT) and SEND director to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the implementation 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 inclusive teaching
- Advise staff and parents 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

4.2 The SEND director will:

- Help to raise awareness of SEND issues at director and member board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the board of directors on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher will:

- Work with the SENCO and SEND director to determine the strategic development of the SEND policy and provision in 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 Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working proactively with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information report

5.1 The kinds of SEND that are provided for

Freemantle CE Community Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia or moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments or hearing impairments

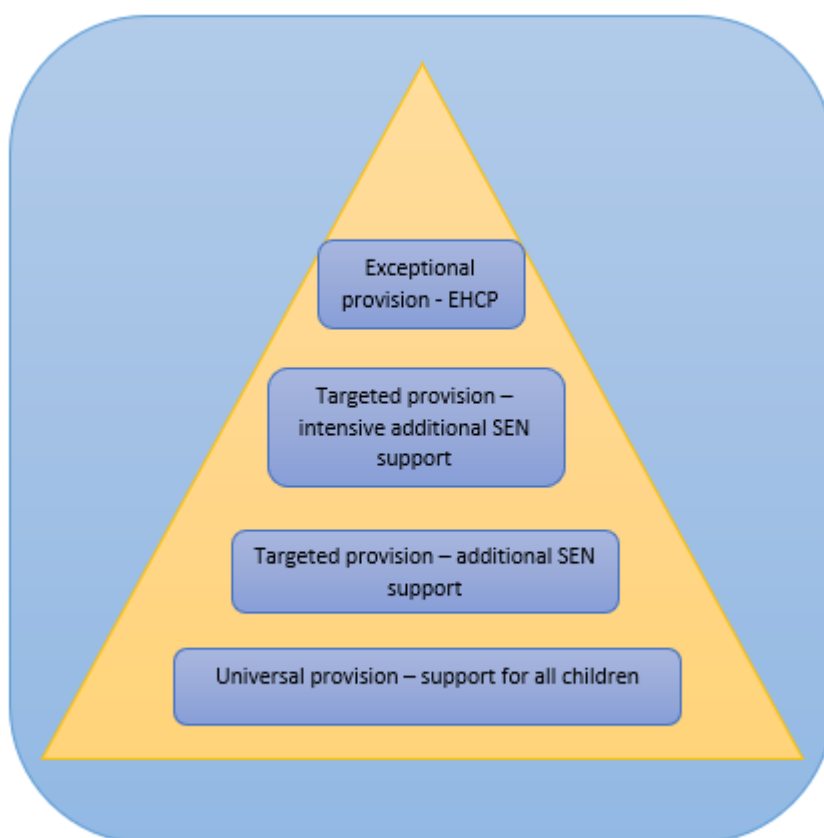
5.2 Identifying pupils with SEND, assessing their needs and reviewing pupils' progress towards outcomes

Teachers, supported by the leadership team, make regular assessments of progress for all pupils. The assessments seek to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than 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

The first response to less than expected progress is for the class teacher to have a discussion with the SENCO to highlight their concerns and identify the child's barriers to learning. Following this discussion, the teacher and SENCO will create a plan to support the child and remove the barriers to learning. If a child is continuing to require provision additional to or different from their peers despite high quality inclusive teaching strategies they will be identified as having a special educational need.

Where a pupil is identified as having special educational needs they will be placed on the SEN register and the graduated response will continue to be followed. Provision will be delivered using the four-part cycle of assess-plan-do-review. Support will be provided at each level of the graduated approach as needed, with increasing levels of expertise and support brought into school as required to meet the individual needs of each child. Using the four-part cycle, earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and the strategies that are supporting the pupil to make expected or better progress and achieve planned outcomes.



Stage 1: - Assess

If it is decided to provide a pupil with SEN support, the teacher, working with the SENCO, should carry out a clear analysis of a child's needs. This will draw upon teacher assessment, experience of the pupil, the pupil's previous progress and attainment, the views and experiences of the parents, the child's own views and where relevant advice from outside agencies. The teacher will make a referral to the Haven Team. The Haven team comprises of the SENCO, the ELSA and the SALSA. Referrals are triaged at a meeting every three weeks and the next steps are discussed. The referral is assigned to a member of the team who liaises with the teacher. If further support or assessment is required, the child is put on the school concern register for monitoring. As part of this process the school may use the checklists collated in The Haven which incorporate Solent NHS checklists. At this stage, the SENCO may contact outside agencies with parental consent.

Stage 2 - Plan

Where it is decided to provide a pupil with SEN support, the parents, teacher and SENCO should agree the interventions and support to be put in place, as well as the expected impact on progress or development and a date for review. The support or intervention should be specifically selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. Plans should seek parental involvement to reinforce progress at home. All staff who work with the pupil should be made aware of the plan and any strategies that are required.

Stage 3 - Do

The teacher remains responsible for the child's progress and will work with the child on a daily basis. If a child attends an intervention outside of the classroom, such as speech and language or emotional support, the teacher will provide links from the interventions to classroom teaching and regular opportunities for children to apply newly acquired skills. The teacher and The Haven team will regularly assess the impact of interventions. The Haven team will support the teacher in further assessing pupil's strengths and needs and problem solving.

Stage 4: Review

The effectiveness of the support and impact on pupil's progress should be reviewed in line with the agreed date. The effectiveness of the support and intervention should be evaluated in conjunction with the SENCO, teacher, pupil and parents. Support and outcomes should be consequently revised. It is sometimes necessary for the SENCO, in agreement with the pupil and parents, to engage the services of external agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Health, Physiotherapy or

CAMHS, this level of support is referred to as intensive additional SEN support on the diagram. Evidence is collated and saved at each stage of the graduated approach as this formulates the application for an Education, Health and Care Plan application, if deemed necessary by the SENCO, multi-agency professionals and parents.

Where a pupil has an EHCP, the local authority, in co-operation with the school, must review the plan as a minimum every 12 months.

The success of the schools SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Accountability Team (SAT)
- Analysis of pupil tracking
- Monitoring of practice and procedures by SEND Director
- School self-evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff (formal and informal)

5.3 Consulting and involving pupils and parents

At Freemantle CE Community Academy Trust we believe that a close working relationship with parents is vital in order to ensure early identification of needs and for pupils to make progress in all areas of learning. We will have an early discussion with the pupil and their parents when identifying whether a child requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need
- Parental concerns are addressed
- 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 notify parents when it is decided that a pupil will receive SEND support.

In cases where more frequent contact with parents is necessary, this will be arranged based on individual pupils' needs. The SENCO may also signpost parents of pupils with SEND to other services where specific advice, guidance and support may be required.

Reduced Hours Provision is sometimes necessary for individual children in order to ensure their needs are met.

5.4 Supporting pupils moving between phases/settings

We will share information with the school or other setting the pupil is moving to.

When a pupil who is identified as having SEND transitions to another setting, we contact the school to organise effective transition, according to pupil need. This may involve supported visits, social stories and extra transition activities.

5.5 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 inclusive teaching is our first step in responding to pupils who have SEND. This will be personalised for individual pupils.

We will also provide the following interventions:

- Targeted individual or small group support with interventions such as Black Sheep Narrative, BLAST, Lego Therapy, Drawing and Talking, Zones of Regulation. Attention Autism, Talk About Social Skills etc
- Speech and language therapy and support
- ELSA support

This list is not exhaustive

5.6 Adaptations to the curriculum and learning environment

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

- Adapting the curriculum to ensure all pupils are able to access it, including providing a personalised curriculum for those children who need more support
- Adapting resources and staffing to incorporate additional interventions
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using a range of strategies for teaching and learning for example, giving longer processing times, pre-teaching of key vocabulary, visual checklist etc.

5.7 Additional support for learning/ Working with other agencies

We have a number of support assistants who are trained to deliver specialist interventions (Nurture, Emotional Literacy Support Assistant, ELSA, Speech and Language support, SALSA).

We work with the following agencies to provide support for pupils with SEND:

- Child and Adolescent Mental Health Service (CAMHS)
- Southampton Outreach Service (SAOS)
- Educational Psychology service
- Solent NHS Children's therapy service

This list is not exhaustive.

5.8 Expertise and training of staff

The SENCO has qualified teacher status and attends regular local authority training sessions relating to SEND. Our SENCO achieved the National Award in SEN Co-ordination (NASENCO) in October 2024.

We use specialist staff for ELSA, SALSA and selected interventions.

All staff receive training in:

- High quality inclusive teaching
- Strategies for pupils with SEND
- Autistic Spectrum Disorders (ASD)
- Attachment

This list is not exhaustive.

5.9 Evaluating the effectiveness of SEND provision

The success of the schools SEND policy and provision is evaluated through

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using provision mapping to monitor progress
- Completing pupil conferencing
- Holding annual reviews for pupils with EHC plans
- Monitoring of classroom practice by SAT
- Analysis of pupil tracking
- Monitoring of practice and procedures by SEND Director
- School self-evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff (formal and informal)

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs, although extra support is sometimes required.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Refer to accessibility plan for additional information.

5.11 Support for improving emotional and social development

We provide support for all children to improve their emotional and social development in the following ways if required:

- Children have the opportunity to be welcomed to a morning transition group and lunch club in the Children's Centre.
- Children have the opportunity to work with the ELSA to develop and promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.12 Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the SENCO or Headteacher in the first instance. 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

5.13 Contact details of support services for parents of pupils with SEND

Parents are invited to contact the agencies listed on the attached link:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=6-3>

Further services may be recommended for families, according to pupils' specific needs.

The Academy SENCO can be contacted via the school office.

5.14 The local authority local offer

Our contribution to the local offer is:

<https://sid.southampton.gov.uk/kb5/southampton/directory/service.page?id=9qn-MT558UY&localofferchannel=6-9-3>

Our local authority's local offer is published here:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

6. Monitoring

This policy will be reviewed **every year**. The SEN information report will be updated as changes occur during the year. This policy will be approved by the board of directors.

7. Links to other policies

This policy links to our policies on:

- Teaching and Learning
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions