The Sir John Colfox Academy

SEND Policy

Headteacher:	**Adam Shelley**
Policy Written by	**The Sir John Colfox Academy**
Policy Reviewed	**May 2024**
Ratified by Headteacher	**May 2024**
Date for Review	**May 2025**

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 *(July 2014)*, and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – *(DfE May 2014)*
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in The Sir John Colfox Academy
The designated teacher responsible for coordinating SEN provision for children/young people is: **LOUISA HOCKING**. This person is a member of the Senior Leadership Team.
The person co-ordinating the day-to-day SEN (and disability) provision for children/young people at The Sir John Colfox Academy is: **LOUISA HOCKING (SENDCO)** and **CLAIRE BAKER (Assistant SENDCO).**
The Governor with oversight of the arrangements for SEN and disability is:
Helen Farmer
This policy was developed in conjunction with parents, governors, other stakeholders

AIMS AND OBJECTIVES

The Sir John Colfox Academy has high aspirations for all of our students identified as having an SEN. We strive to ensure all students achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS

- To provide students with an appropriate, inclusive curriculum which is broad and balanced and meets academic and pastoral needs.
- To enable each child to take part in and contribute fully to school life.
- To recognise students' individual learning needs, identifying at an early stage, individuals who need extra help and attention.
- To involve students and families in the planning and review process, working in partnership with parents and outside agencies.
- To provide quality first teaching across all subjects to students with special educational needs and disability.

OBJECTIVES

- To use our best endeavour to ensure that a child with SEN gets the support they need so that they engage in the activities of the school alongside students who do not have SEN.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To communicate effectively with parents and students to agree outcomes and how these will be achieved.
- To provide support and advice for all staff working with special educational needs pupils

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that The Sir John Colfox Academy's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND Policy.

Every teacher is responsible for planning differentiated curriculum including a variety of teaching and learning styles, and tasks that will address the needs of all the pupils in their class. They should be aware of the school's procedures for identifying, assessing and making provision for pupils with SEN and be familiar with the relevant parts of the Code of Practice. The SENCO is available to liaise with and advise staff on SEN provision in the school and contacting external agencies. Regular meetings will take place to monitor provision maps, outcomes and the progress of children with SEN.

One of the roles of the support staff is to work with pupils who have SEN. They will work under the direction of the class teacher and/or SENCO. The SENCO will monitor the work of teaching assistants, informally through regular group meetings and formally through lesson observations and feedback sessions.

The SENCO is responsible for co-ordinating the assessment and provision for pupils with special needs by;

- Managing plan-do-review cycles
- co-ordinating the work of the Teaching Assistants with SEN pupils
- liaising with external agencies and parents, as necessary
- keeping the SEN register up to date
- conducting annual reviews for pupils with an EHCP.
- monitoring, with the head teacher and the senior leadership team, the quality and effectiveness of provision for pupils with SEN
- reviewing the staff training needs and arranging provision in consultation with the head teacher
- auditing and acquiring SEN resources as necessary
- managing the SEN resources budget.

ADMISSION ARRANGEMENTS

The Sir John Colfox Academy uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all students, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, The Sir John Colfox Academy makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the School will liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website found here.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – *(May 2014)*'. We comply with the requirement to support [students] with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEN and specific information on how students with SEN are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and undated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for students with SEN on the local authority's website. This can be found here and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 *(July 2014)* identifies SEN under four broad areas of need (sections 6.28 to 6.35):

i. Communication and Interaction.
ii. Cognition and learning.
iii. Social, emotional and mental health difficulties.
iv. Sensory and/or physical needs.

Students may have needs in more than one category of need and we aim to ensure that distinct plans match individual learning requirements.

The SENCO is responsible for the overall management of students with SEN. The SEN Team which includes; keyworkers, HLTAs, Senior TAs and TAs with specialist subject knowledge who support teachers to provide Quality First Teaching in the classroom. This is done by offering up-to-date information on each student, strategies to implement in the classroom, clinics to discuss individual student's needs and bespoke training. Teachers are responsible for ensuring that all students can access the learning in the classroom, differentiating where appropriate.

We adopt a graduated approach of assess, plan, do review which is outlined below.

Some SEND students will more intensive support and they will be allocated a keyworker who will be responsible for managing the students' individual learning plans. The keyworker (and on occasion the head of school and/or form tutor) will meet with the student and parents (where possible) to review and agree new learning outcomes and provision. These discussions will be recorded in the plan-do-review plan and circulated to parents and teachers. The Plan will be reviewed and updated to meet the student's changing needs. Information for the review process might include; current progress data across all subjects, behaviour logs, attendance certificates, tracking of intervention programmes, feedback from teachers, work scrutiny and class observations.

The Plan will include the following:

- Student strengths, interests
- Areas of need and strategies to overcome individual barriers
- Key achievement data such as reading age, progress data etc
- Outcomes and SMART targets
- Actions to achieve outcomes.

The Actions to achieve outcomes may include:

- TA support in the classroom
- Assistive technology eg Dragonspeak, laptop, i-pad
- Short term intervention eg Maths & English booster groups, Lego club and Friendship clubs
- Long term intervention eg literacy, maths, nurture groups
- Specialist Support Services eg Hearing and Vision Service, Speech and Language Therapy, Educational Psychologist.

Intervention from Specialist Support Services will be requested if students do not achieve outcomes ie they continue to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. If this is not successful, the SENDCO will apply to the Local Authority Planning Co-ordinator to request additional funding and support. (Please refer to the Local Authority website which provides detailed information about the process.)

Learning needs are classified in two categories; SEN Support or Education, Health & Care Plan (EHCP). The SEN register comprises those students identified as SEN Support and those with EHCP. The majority of students with special education needs or disability will have their needs met at the school support level.
Our teachers are responsible and accountable for the development and progress of the students in their class, including where pupils access support from Teaching Assistants or specialist staff.
High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a student may have special educational needs. If a student has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEN.

Staff monitor the progress of all pupils to identify those at risk of underachievement.
We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.
Some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues.
- Disability where there is no impact on progress and attainment.
- English as an Additional Language (EAL)
- Health and welfare

- Looked After Children (LAC)
- Pupil Premium (PP)

MANAGING SEND STUDENTS IN OUR SCHOOL

Where a student is identified as having SEN and/or a disability, the SENCO will adopt a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 *(July 2014)* sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Progress data is collected across all subjects three times during an academic year. This data is monitored to ensure that students are on track to achieve their end of year targets. The end of year targets at KS3 expect at least two sub-levels progress during the year, based on KS2 data. At KS4, targets are set using FFT and an expectation of three or more levels progress from KS2.

Intervention plans identify clear measurable outcomes which are monitored to evaluate the impact of the intervention.

COMING OFF THE SEND REGISTER

A student will be removed from the SEN Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and are making progress in alignment with peers. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.
A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision a specified in the EHC Plan.
However a student's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.
All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The Sir John Colfox Academy will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – *(DfE April 2014).* We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the school's policy on "Supporting students at school with medical conditions".)

TRANSITION ARRANGEMENTS

The Sir John Colfox Academy is committed to ensuring that parents have confidence in the arrangements for students on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed to the next phase of education. Students who have an EHCP will have enhanced transition between the primary school and SJCA. Similarly for students transferring from SJCA to another learning establishment, appropriate communication will take place between the school, the appropriate Local Authority and the new setting to ensure a smooth transition.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.
Information about students' needs and about those needs will be found on the staff shared area and on Bromcom. Staff new to the school, and student teachers will receive school-specific training.
Off-site activities might require specific risk assessments to be completed and these will be done by the activity leader in conjunction with the SENDCO or the Assistant SENDCO.

SEN INFORMATION

The Sir John Colfox Academy presents its SEN information in three ways:

i. by information placed on the school website.
ii. by following the link from the school website to the local authority's Local Offer website;
iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.
Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

The Sir John Colfox Academy publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.
The Sir John Colfox Academy publishes its Complaint's Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed annually and updated. Parents may be invited to contribute to this process.