



# **SEND POLICY**

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### **SEND Policy Statement**

This policy is in line with the Special Educational Needs Code of Practice 2014 and the Disabilities Act 2010 providing a clear framework for their implementation in our Academy.

### **1. Vision**

Torquay Academy is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with special educational needs and disabilities. All children will be admitted to Torquay Academy irrespective of their needs, where a placement is deemed appropriate.

The Academy SENCO is Mrs Eloise Jukes.

The Academy Non-Teaching Assistant SENCO is Mrs Sally Robins

The Assistant Principal overseeing SEND is Mr Glyn Penrice

### **2. Aims**

- to identify through appropriate assessment those students with special educational needs or disabilities at each stage;
- to ensure that all staff know which students have special educational needs or disabilities;
- to ensure that all students have access to a broad, balanced and relevant curriculum and a range of educational opportunities;
- to ensure that all students receive an education appropriate to their age, aptitude and ability;
- to ensure that SEND provision in the Academy is effective in meeting the needs of students with SEND;
- to ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of Torquay Academy.
- to ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum;
- to monitor and review the progress of students identified as having SEND;

### **3. Identifying Special Educational Needs**

The Academy recognises that children with SEND may fall into one or more of the following four categories:

**Communication and Interaction Difficulties**

**Cognition and Learning Difficulties**

**Emotional and Mental Health Difficulties**

## Sensory and/or Physical Difficulties

### 4. Objectives: A Graduated Approach

- 4.1 The staff will work together as a whole school to achieve these aims by:
- Prompt identification of those students who may have special educational needs
  - Assessing the student's individual needs as soon as cause for concern has been raised and monitor using the Assess-Plan-Do-Review Cycle as part of the graduated approach
  - Monitoring and reviewing students' performance and progress, implementing agreed targets in the education plan and evaluating these after each Teaching Cycle
  - Reviewing Pupil Passports
  - Providing the appropriate support to those with special educational needs
  - Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children
  - Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support
  - Working in partnership with students to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress
  - It is intended that this SEND policy will form the framework for special needs provision within the Academy and that it will continue to be a practical working document

4.2 Definitions: areas of need and identification

Students are identified as having special educational needs when due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of students of the same age:

- Communication and Interaction difficulties
- Sensory and/or Physical
- Cognition and Learning
- Social, Mental and Emotional Health Issues.

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Needs'. Once this has been achieved, Torquay Academy will let families/carers know, and if required a meeting will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent meetings will follow with parents/carers, internal and possibly external professionals in relation to the progress and review of the support needed, this will occur until the time when the individual is making an adequate level of progress and achieving to a similar rate as their peers.

### 5. Assessment and Managing Students Needs

- 5.1 Screening Assessment to identify students with literacy difficulties  
Consideration will be given to administering this test to students in Y7 so as to have an indicator of student progress in reading throughout KS3.
- 5.2 Individual assessment of students with literacy difficulties

Learning Support staff working with students on a withdrawal basis will commence their work with each student by carrying out a series of assessments. These assessments will be updated each term in order to measure progress and inform future target-settings.

### 5.3 Assessment by Local Authority Services

Some students will present with learning difficulties which will require assessment by one of the services provided by the LA. In each case, evidence of the student's difficulties are required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENCO.

### 5.4. Provision for students on the SEND register

#### 5.4.1 The role of the subject teacher

i) All teachers should recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses and programmes of study.

ii) All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.

iii) Subject teachers access the SEND Register and Pupil Passports via SIMS and Classcharts.

iv) Reference to Pupil Passports will need to be made when teachers input evidence of student progress towards Annual Review targets prior to SEND reviews. This evidence is collated and summarised and forms an important part of the review process and future target setting.

#### 5.4.2 The role of Learning Areas and Heads of Learning Areas (HOLAS)

i) All Learning Areas should have a special educational needs agreement which reflects the school's policy.

ii) Teachers should recognise the wide range of student abilities and curriculum area's schemes of work should reflect awareness of the need to provide appropriate work.

iii) Each Learning Area should provide differentiated work for the full range of ability.

iv) Teachers should be aware of the importance of identifying students who have special educational needs and referring them to the SENCO.

v) Time should be allocated during Learning Area meetings so that SEND is a regular item.

vi) All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.

vii) The monitoring of progress of SEND students is the responsibility of all teachers of these students.

vii) Where support staff are involved, they are expected to contribute to the monitoring process.

x) Pupil Passports provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

## 5.5 The role of Teaching Assistants (TAs)

- i) TA support in class is allocated on the basis of student need and entitlement.
- ii) TAs have responsibility for interventions outside of the classroom. They are expected to report on progress and plan appropriate activities based on this.
- ii) Priority is given to providing support for students with an EHCP.
- iii) The primary role of TAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion.
- iv) Teachers should maximise the effectiveness of TA support within lessons by:
  - noting the role of the TA in their planning
  - providing the TA with schemes of work and lesson plans
  - discussing lessons and students' individual learning needs
- v) Any queries or requests regarding support in class should be addressed to the SENCO.

## 6. Pupil Passports

Most students on the SEND Register have a Pupil Passport. (Y7 students will have a PP written when they arrive at the academy). PPs are accessible to all staff on Class Charts and should be included in Teaching Packs. PPs are updated at least once a year, following the review meetings. Subject teachers should use PPs as 'working documents'; note any strategies or types of differentiation used in order to meet a students' needs, as well as the students' response to such strategies. Used in this way, PPs can provide evidence of student progress and can be made available to assessors/inspectors during lesson observations, if required. They will also form part of the ASSESS-PLAN-DO-REVIEW Cycle.

## 7. Supporting Students and Families

### 7.1 Annual Reviews of Students with and EHCP.

Annual Reviews will be held in accordance with LA procedures and statutory requirements. EHCP students will also be reviewed at the twice yearly reviews, unless their Annual Review is scheduled within a few weeks of this time. Guidance Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

### 7.2 Reviews for students at SEND Support level.

Reviews for these students will be held twice a year with the SENCO and those teachers responsible for SEND within their faculties using the Assess-Plan-Do-Review Cycle. Other reviews are conducted once each year with parents/carers. It is sometimes necessary to discuss a student's progress and provision with parents/carers and outside agencies more often than the standard once yearly procedure. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

### 7.3 Other information

Parents may access the Torbay Local Offer and the Academy's SEND Information Report.

### 7.4 Exam Access Arrangements

Special arrangements are made for students who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Students are assessed, in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. Any queries concerning exam access should be directed to the Examinations Officer and then the SENCO. The policy will be monitored and reviewed to ensure its continued development. The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

## **8. Supporting Students at school with medical conditions**

- The Academy recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice 2014 is followed.
- The Academy will make arrangements to support students at school with medical conditions

## **9. Monitoring Student Progress and evaluating SEND Provision**

Student progress is monitored by the following means:

- Through SEND Review Procedure, as outlined above.
- Through the whole-school review procedure; data entries by subject teachers are used by the SENCO to assess progress in attainment. This occurs at the end of each teaching cycle.
- Regular reports to the Academy's Governing Body.

## **10. Training and Resources**

- Training needs of staff are identified through the Academy's self-evaluation process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place.
- Advice can be found in the Academy Teacher Handbook.
- The SENCO and assistant SENCO regularly attend the Local Authority's SENCO Network Forum.

## **11. Roles and responsibilities**

### **11.1 Governing Body**

It is the role of the Governors to be up to date and knowledgeable about the SEND provision available, including how funding, equipment and personnel resources are deployed. There will be a nominated Governor for SEND, whose role is to ensure that the SEND provision is an integral part of the Academy improvement plan and that the quality of the SEND provision is continually monitored.

## 11.2 Principal

- Ensure Annual Reviews take place
- Inform Governors of SEND issues on a regular basis
- Ensure the SEND Policy is in place
- Ensure that training needs of the SENCO and staff are met

## 11.3 SENCO

- Ensure the day to day operation of the Academy's SEND Policy.
- Engage students with appropriate literacy strategies and numeracy strategies.
- Ensure that data relating to students' achievement is collected, analysed and used to inform the planning of schemes of work and programmes of study.
- Ensure that information about individual pupil needs is readily available to staff and this information is used by staff to plan differentiated methods of classroom delivery.
- Ensure that teaching is of the highest quality and that teaching is differentiated for individual students by supporting the ongoing monitoring of lessons.
- To manage the Assess-Plan-Do Review Cycle with regard to students on the SEND register and advise staff on matters relating to student progress.
- Updating and overseeing the records of all students with SEND.
- Implement WAVE intervention and manage enrichment for students with SEND
- Work with Progress Leaders and tutors to promote positive relationships with the parents/carers of students with a diverse range of needs.
- Identify training needs for staff to support the delivery of SEND agendas. Research pedagogy with the aim of removing barriers to learning for students with SEND and share good practice with staff
- Manage the deployment of support staff.
- Work in partnership with the parents of students with SEND.
- Liaise with external agencies including the educational psychology service, medical and social services, voluntary bodies and other support agencies etc.

## 12. Making a complaint

The Governing body is responsible for ensuring that a complaint has been dealt with through the Academy's specified complaint procedure:

- Any parent who is unhappy with the SEND provision at Torquay Academy, should first discuss their concerns with the SENCO
- Further representation can then be made to the Governors who can consider appropriate action with other members of the governing body
- If parents still remain concerned they can refer to the Local Authority

## 13. Review

This policy will be reviewed annually.