



SEN Policy

Policy Source/Written By	ASPA
Reviewed	February 2021
Ratified by Governors	Ratified
Review frequency	2 YEARS
Next review	February 2023
Person responsible	Headteacher
Group responsible	Governing Body

Policy Overview

The aim of this policy is to ensure the successful inclusion of students with special educational needs and disabilities (SEND) to Caistor Yarborough Academy.

Purpose

To ensure compliance with guiding principles for the education of students with SEND in accordance with the following documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Safeguarding Policy
- Accessibility Plan

Policy Objectives:

- To welcome any student to the Academy, provided the type and level of provision are deemed appropriate;
- To develop a whole school approach to inclusion, working closely with Academy staff to provide support and advice;
- To ensure high quality teaching for all students including those with SEND;
- To provide full access to a broad and balanced curriculum;
- To ensure the adequate use of resources which allows students with SEND to achieve their potential;
- To develop a 'graduated approach' of assess, plan, do and review in order to improve outcomes for SEND students;
- To ensure that the wishes and feelings of students with SEND are central in decision making;
- To maintain close links with parents ensuring that they are fully included within the review process.

Arrangements for co-ordinating educational provision for students with SEND

- Subject to the approval of the governors, the headteacher allocates the number of teaching, non-teaching and support periods available to the SEND Department. Likewise he allocates to the Special Educational Needs Co-ordinator (SENCO) an amount of money for the running of the department.
- The SENCO and Senior Leadership Team (SLT) link manager are responsible for the administration of provision and monitor the implementation of the SEND Policy.

- The day-to-day provision for SEND students is decided by the Heads of Department in consultation with the SENCO.
- The SENCO maintains the Academy's SEND register and oversees the records of all students with SEND.
- The SENCO is responsible for the allocation of resources which may include specialist staff and services and the purchase of equipment and resources.

Rules and Guidelines

Admission arrangements for students with an Education, Health and Care Plan (EHCP)

- The Academy welcomes students of all disabilities and learning difficulties, provided that the Academy is deemed by the LA as being the most appropriate
- Under Schedule 27, para 3(4) of the Education Act 1996, the Authority is under a duty to comply with parental preference for a choice of school, unless one or more of the following conditions apply:
- The school is unsuitable to the child's age, ability and aptitude or special educational needs, or
- The child's attendance at the school would be incompatible with the provision of efficient education for the children with whom the student with an Education Health and Care Plan (EHCP) would be educated or the efficient use of resources.

Admission Arrangements for students with SEND but without an Education, Health and Care Plan (EHCP)

- The admission arrangements for students with SEND who do not have an EHCP do not differ from the admission arrangements for other students.

Facilities for students with SEND

- The Academy has gradually been adapted to meet the needs of students with physical disabilities
- A range of technological aids are available to assist students. Where necessary additional resources will be provided either by the Academy or in conjunction with the LA's budget.

Resources

- The governors ensure that the total amount of money delegated to the school for SEND provision is used for that purpose only. The governors also have usually allocated additional resources from within the general delegated budget

- Support for children with SEND is also provided from delegated monies to meet the salary costs of learning support assistants, at a level the governors deem to be affordable from year to year
- The SEND Department submits a detailed budget annually to the headteacher which identifies the resources needed to meet the needs of both students with an EHCP and other students with SEN
- The headteacher ensures that the additional monies which the Local Authority delegates for students with EHCPs are allocated for the SEND Department's use. Allocation of resources from the main delegated budget is considered alongside requests from other budget holders
- Students with SEND are identified in a number of ways, including information from feeder primaries, assessment data and information from staff/parents. Staff can refer a student using the SEND referral form where necessary.
- An induction programme for students nearing the end of Year 6 seeks to identify those who may need assistance. Those joining the Academy at other times will be assessed on entry.

Access to the curriculum

- All students have full access to the curriculum of the Academy. In years 9, 10 and 11, all students study a common core of subjects, some leading to GCSE. Students with SEND attend lessons alongside their peers. Occasionally, it may be necessary to withdraw a student for targeted intervention. Careful consideration is given to minimise the impact on students' learning.
- There may be situations when exemptions and/or modifications to the curriculum may be applied for. This will be done in consultation with students, parents, Headteacher and governors. The process involved will follow LA guidelines.
- Student one-page profiles are provided for staff, which detail the needs of students with SEND, as well as personalised strategies, which should be used to meet their needs.

Procedures:

Arrangements for the treatment of complaints

If a parent wishes to make a complaint about the provision made for his or her child at the Academy they should first contact the SENCO. The SENCO will endeavour to meet the parent at the first mutually convenient time. It is hoped that all parents will be met within 2 working days.

If a mutually agreeable outcome is not reached, a parent may request a meeting with the SLT link manager or Headteacher and, if still not satisfied, with the governors.

Parents wishing to take matters further have access to a complaints procedure established by the LA.

Complaints concerning the behaviour and attitude of a SEND pupil will usually be dealt with through the pastoral system and in consultation with the SENCO.

SEND in-service training

The SEND Department produces plans for the in-service training of the department staff, both teachers and support staff. These are considered in line with the School Development Plan and in-service training policy. Where appropriate, and in response to changes in legislation and practice, the SENCO will help develop Academy-based training programmes.

External support services

- The external support services are provided by the LA
- When appropriate the SENCO will consult with and seek the assistance of external support services in order to help identify, assess and make special provision for pupils with SEND. These include the Educational Psychologist, Behaviour Outreach Support Service, Speech and Language Services, Occupational Therapy, and support from a counselling service.

Partnership with parents

The Academy aims to have an effective working partnership with the parents of all pupils with SEND.

Parents are consulted. Their views and anxieties should be taken into account at all stages. Contact may take place in a variety of ways; from informal notes and meetings to formal parents' evenings and annual reviews.

- Contact between school and home will also take place through the pastoral system and normal school channels
- Special consideration and provision will be made for parents who have literacy or language difficulties.

Links with other schools and arrangements for transition from Primary Schools and to Further Education

- Links have been established with feeder schools and are developing. This involves the Academy pastoral system and the SEND Department.

- The Academy organises an options course for students in Year 9. Careers lessons are part of the PSHE curriculum of years 7 to 11. This course is followed by all students
- Vocational advice and guidance during years 9, 10 and 11 will take into account the needs and aspirations of all students. Consideration will be given to the requirements of a student prior to his or her transfer to further education or employment

Support is given during the annual review of a student with an EHCP in Year 9. At these reviews, transition will be discussed.

Roles & Responsibilities:

Headteacher and Governors

At CYA, all staff have responsibility for children with SEND. Teachers are required to provide a high quality, differentiated curriculum suitable for the needs of all students. The implementation of this policy is the responsibility of all staff.

The link governor who oversees the provision made for students with SEND is Mrs S Johnson

The Headteacher is Mr M Midgley.

The SENCO is Mrs A Spalding.

Monitoring

A variety of methods are used to evaluate the provision and progress of students with SEND.

- Assessment data is analysed half-termly with a focus on the progress of students with SEND.
- Regular observations of teaching staff and LSAs.
- The impact of interventions is measured and evaluated.
- Parents/carers have opportunities to provide feedback through their inclusion in the review process.
- Student voice surveys allow students to share their views.
- Meetings between the Headteacher, SLT link manager and SENCO ensure quality provision.