



SEND POLICY

March 2023 - 24

Passmores Academy

Part of the Passmores Co-operative Learning Community

Passmores Academy SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

Legislative Acts and related school policies

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2015

Teaching and Learning Policy

Safeguarding Policy 2021 – 2022 including ‘Prevent’

Accessibility Plan

Inclusion Policy

Bullying policy

The SEN Information Report – (current practice within the school) and a link to the Essex Local Offer can be found on the Passmores website

This policy was approved by the Trust Board on 29th March 2023 in consultation with the Local Governing Body. The policy will be reviewed every year, or sooner in line with changes to legislation.

Part 1: Introduction

We are an inclusive school and endeavour to serve the needs of the young people from our community. At Passmores, the Learning Support department is a part of the wider Inclusion Faculty. The Inclusion Policy can be found on our school website.

Our Learning Support aims and objectives are to:

- keep the young person and their desired aspirations at the heart of all our planning;
- develop and maintain a positive partnership with parents / carers and keep them up to date with their child's progress;
- have high expectations of our students so they can reach their academic potential;
- make sure students feel safe, well supported and attend school;
- deliver effective support within the realms of available resources which is discrete and takes care to maintain student's self-esteem;
- use a solution focused approach when addressing barriers to learning and make sure all staff have the information they need to plan appropriately for their students' learning;
- move our students increasingly towards their independence;
- ensure that all our students leave school prepared and confident about their next steps.

Definition of Special Educational Needs and Disability

Students have Special Educational Needs if they have a difficulty accessing the curriculum, temporarily or more long-term which calls for special educational provision to be made for them.

You are disabled under The Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment.

'Long term' means the impairment has existed for at least twelve months or is likely to do so.

Students have a difficulty accessing curriculum if they:

- have significant and persistent difficulties in learning in comparison with the majority of children of the same age.

Students who experience difficulty in one area may also have a particular gift or talent in another and be part of the school's AGT (able, gifted and talented) programme.

Special Education Provision may be triggered when students fail to achieve adequate progress despite the use of targeted teaching approaches and having a differentiated curriculum. Parents / carers and staff will be informed that the child has special educational needs and a discussion about suitable provision to address that need will take place.

ASD HUB (Enhanced Provision)

Passmores Academy is one of four secondary schools in Essex to provide an Enhanced Provision for Autism Spectrum Condition (ASC). This is a Local Authority funded resource base. There are three places available per year and **admission to the Enhanced Provision is directed by the Local Authority.**

Part 2: Structure of the Learning Support Department

Roles and Responsibilities

Local Governing Body: Greg McAusland is the local governor linked to SEND/Inclusion. Our local governors are responsible for:

- working in partnership with the Co-Principals to decide the school's general policy and approach to meeting the needs of students with SEND and disability.

Co-Principals, Vic Goddard and Natalie Christie are responsible for:

- setting objectives and priorities in the school development plan, which includes SEND;

PCLC Strategic Lead for SEND, Angela Smith, is responsible for:

- Leadership of SEND strategy across the Trust and line management of SENDCo at Passmores Academy.
- Leadership of Enhanced Provision for Autism.

SENDCo, Dawn Moore is responsible for:

- raising awareness of the SEND code of practice throughout the school and sharing good practice such as One Planning (see SEND Information Report);
- day to day delivery of the SEND provision and communication with the learning support team.
- Recruiting and deployment of the school's learning support team;
- the purchasing of necessary resources from the SEND allocated capitation;
- liaising with parents / carers and overseeing termly provision reviews;
- liaising with pastoral, teaching staff and outside agencies;
- contributing to whole staff CPD when required;
- ensuring statutory deadlines for EHCP paperwork are met;
- managing the liaison with the Local Authority regarding students with SEND;
- overseeing screening for SEND students and referring on for specialists' assessments if there are concerns about progress;
- completing Access Arrangements testing;
- line management and role development of the Co-educator team including overseeing their CPD and annual appraisals;
- co-ordinating provision for students on the SEN profile;
- supporting the teaching and learning of students with SEN;
- overseeing the drafting, reviewing and monitoring of student's One Plans;
- keeping accurate records of all students with SEN within the school on Edukey and monitoring their progress;
- developing appropriate interventions and provision.

The SEND Leads and Assistant SENDCo are responsible for:

- deputising for the SENDCo;
- managing the SENDCo's appointments;
- co-ordinating outside agency appointments and reports;
- making sure the SEN profile and student files are kept up-to-date;
- ensuring the files of transferring students have been received and checked for SEND;
- arranging Annual Review of EHCP meetings in partnership with the SENDCo;
- gathering information for One Plan meetings;
- co-ordinating statutory paperwork in partnership with the SENDCo;
- co-ordinating the Year 6 Transition Programme for SEN students and liaising with primary schools, outside agencies and parents / carers;
- supporting transition visits in partnership with the Team Leader and ACM;
- assisting with the Access Arrangements during exams;
- collating and tracking SEN data
- monitoring the planned actions/interventions have been put into place following termly One Plan reviews;
- coaching and mentoring of co-educator team.
- managing allocated SEND support students including their regular One Plan review meetings.
- one planning for allocated students.
- supporting with preparation, set up, invigilation and smooth running of the SEND exam hall.
- attending necessary meetings, case reviews and One Plan reviews.

All co-educator support is allocated according to need prioritising EHCPs.

Student independence and adult support: It is important for all parents / carers to note that the main objective of our department is to promote independence as soon as students transfer to our school. It is expected that the teaching and learning of all students is managed by the subject teacher rather than a non-specialist in line with the SEND Code of Practice.

Teaching Staff are responsible for:

'All teachers are teachers of special needs' and responsible for meeting the needs of all their students.

- being fully aware of school procedures for SEND;
- employing relevant classroom strategies for Quality First Teaching for all learners with SEND;
- ensuring they regularly update their knowledge about SEND learners in their classes by accessing information on Edukey;
- deploying allocated co-educators effectively so they facilitate learning of SEN students;
- maintaining student's self-esteem and keeping them safe as laid out in our bullying policy, safeguarding policy and highlighted in the 'Prevent', KCSIE, CSE, FGM, HBV, and other safeguarding training;
- ensuring student Personal Passports and Classroom Strategies for Quality First Teaching are considered in lessons;
- monitoring the progress of their students with SEND;
- referring students who are a cause for concern.

Admission Arrangements

Admission Arrangements are outlined on the school website.

Accessibility

Our Accessibility plan on the school website.

Complaints

If a parent wishes to complain about their child's SEND provision, they can speak to the SENDCo (Dawn Moore) in the first instance. If they feel their concerns haven't been addressed, they can book a meeting with either Mr Goddard and Miss Christie through the main switchboard.

Part 3: Identification, Assessment and Provision

Identification

Each department is developing procedures to identify students who are not making expected progress in their subject area and may refer to the Inclusion team directly.

Information gathering includes:

- KS2 SATs
- Transition information from primaries
- Staff observations
- Parent/carer questionnaire in the welcome pack
- Reading data from the Accelerated Reading Programme
- Whole year spelling screening
- MIDYIS whole school testing

Some students require further investigation and parents / carers will be notified.

The SEND profile

The SEND profile is a register of students who have been identified as needing additional or different provision from the core school offer. The profile is an ever-changing list with students going on when they cause concern and students coming off when they are making progress. Some students transfer to Passmores on the SEND profile from primary school. In line with the SEND code of practice, there are now two categories of SEND.

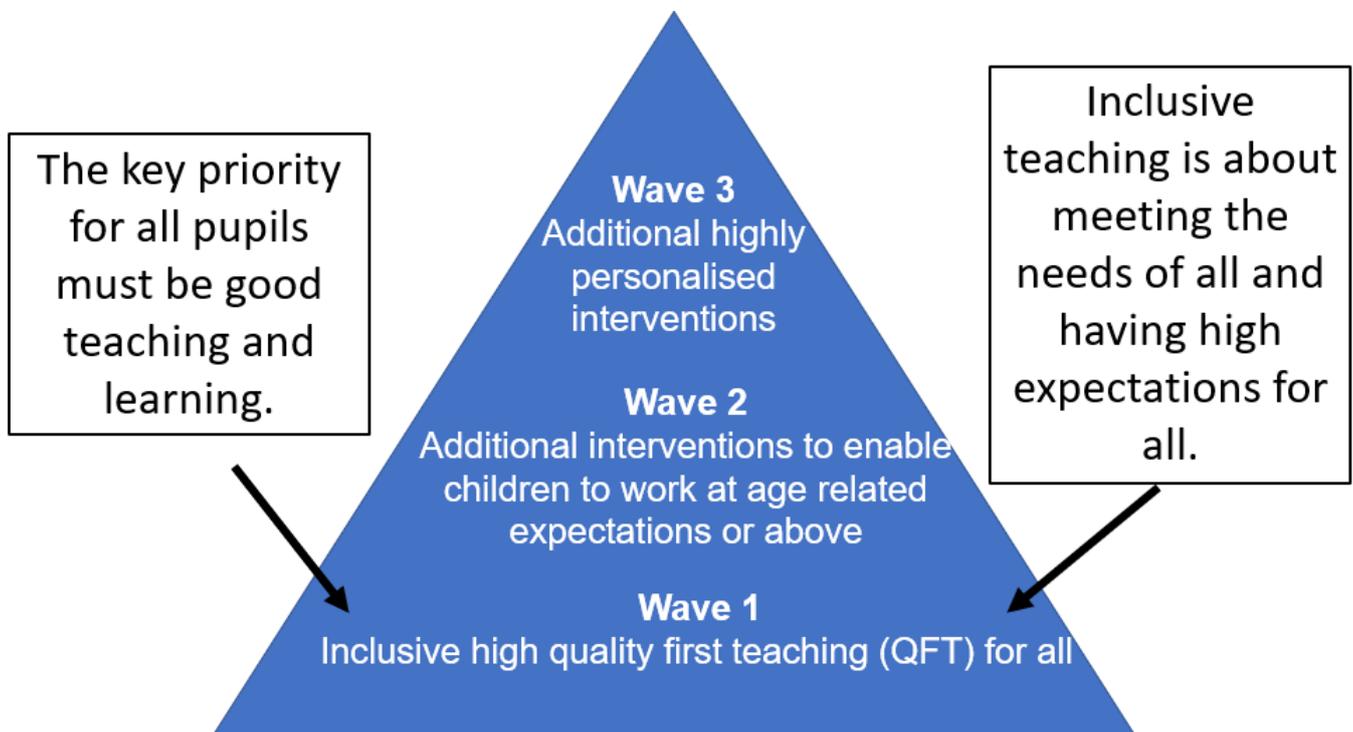
1. Education Health Care Plan
2. SEND support.

High needs funding and Statutory Assessment

Sometimes students with a high level of need continue to struggle with the resources/provision available through SEND support as set out in their One Plan. A referral may be made by the school or parent to request Statutory Assessment to secure additional resources through an Education Health Care Plan.

Provision

In line with the SEND code of practice, we adopt a graduated approach to SEND with a majority of students making progress through what is ordinarily available for all students with or without SEND. There are three 'waves' of intervention as explained in the diagram below:



The SEND information report is available at:

<http://www.passmoresacademy.com/286/sen-information>

Part 4: Partnerships

In school

- The PCLC Strategic Lead for SEND meets regularly with SLT.
- The SENDCo meets regularly with ASLT.

Students

- Students are encouraged to be involved and attend all or part of SEND review meetings. Their views are sought in a variety of ways depending on their ability to communicate –See SEND Information Report.
- All students on the SEND profile have compiled a Personal Passport to share with their teachers with their preferred support strategies. In addition, each child on the profile has a One Plan, graduated depending on need.
- All students on the SEND profile have a designated lead.

Parents / carers

- All parents / carers are involved in a termly discussion regarding their child's SEN provision focused on what's working or not working.
- Parents / carers can find out key information such as reports and conduct data through SIMs learning gateway. Hard copy is available for parents / carers who prefer it.

Transfer arrangements

Passmores Academy has a successful transition programme for both Year 6 and Year 11 SEND students. Passmores staff visit the primaries, attend Annual Reviews and arrange additional transition visits for SEND students. FE staff attend Year 11 Annual Reviews and students are supported with key decisions by the Careers team.

Monitoring and Evaluation

The SEND policy will be evaluated by the following

- Recorded views of students, parents / carers, particularly at meetings
- Measurable or observable gains from student targets, screening tests and other assessments
- Student attendance data
- Student conduct data