



SEND POLICY

March 2020-21

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 – being revised

Safeguarding Policy including ‘Prevent’ 2015

Accessibility Plan 2015

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 1st April 2020 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 step.

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, to judge the difference between the two is more than minor or trivial.

'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 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 Disorder (ASD). 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

(for more detailed accounts see job descriptions)

Governing Body: Chris Guyton and Greg McAusland are is the local governors linked to SEND/Inclusion. Our local governors are responsible for:

- working in partnership with the Principal 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 is responsible for:

- setting objectives and priorities in the school development plan, which includes SEND; setting a budget for supporting SEND students within the overall financial resources.

Senior Leader for Inclusion, Jo Connolly is responsible for:

- overall decision for SEND interventions and timetable adaptations.

Head of Inclusion/Assistant Senior Leader, Lucy Goddard is responsible for:

- line managing the Head of SEND. See Inclusion Policy for number of other staff roles.

Head of SEND, Angela Smith is responsible for:

- raising awareness of the new SEND code of practice throughout the school and sharing good practice such as One Planning (see SEND Information Report);
- Day to day management of the SEND provision and regular communication with the learning support team. This includes leadership of the enhanced provision for ASD;
- recruiting and deploying the school's learning support team;
- the purchasing of necessary resources form the SEND allocated capitation;
- liaising with parents / carers and overseeing termly provision reviews;
- liaising with pastoral, teaching staff and outside agencies;
- contributing to in service training when required;
- ensuring statutory deadlines for EHCP paperwork are met;

- managing all 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 Access to Learning Plans;
- keeping accurate records of all students with SEN within the school and monitor their progress;
- developing appropriate interventions and contributing to the whole school provision data base on SIMS.

The SEND Leads are responsible for:

- deputising for the Head of SEND in her absence, checking her tray for urgent business and attending the Inclusion Panel Meeting;
- managing the Head of SEND'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;
- liaising with the finance office to monitor SAS high needs block funding coming into school;
- arranging Annual Review of EHCP meetings in partnership with the Head of SEND;
- gathering information for One Plan meetings;
- co-ordinating statutory paperwork in partnership with the Head of SEND;
- 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;
- co-ordinating and developing the Targeted Learning Team;
- liaising with the Literacy Co-ordinator concerning whole school screening;
- compiling standardised end of year Intervention Reports;
- collating and tracking SEN data for the Team Leaders and Head of SEND;
- drafting student Access Plans;
- monitoring the planned actions/interventions have been put into place following termly provision reviews;
- completing Health and Safety visits.
- liaising with other SENCOs both locally and nationally;
- Coaching and mentoring of co-educator team.
- A specialist area (ASD, PNI, Risk assessments)

In addition, SEND lead co-educators are responsible for:

- managing allocated SEND support students including their regular provision review meetings.
- One planning for allocated students.
- Raising concerns to the relevant SEND lead as appropriate.
- Supporting with preparation, set up, invigilation and smooth running of the SEND exam hall.
- Attending necessary meetings, case reviews and provision reviews.

Co-educators are responsible for:

For a full list of Co-educator responsibilities see the Co-educator standards.

Criteria for allocating Co-educator support

All co-educator support is pooled and deployed with regard to the needs within each year group. In-class support is deployed under the direction of the Class teacher. Co-educator hours can be made up of an 'equivalent' provision from a variety of additional adults within the Inclusion department.

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 New SEND Code of Practice.

Some students arrive in Year 7 totally dependent on additional adults. We therefore deploy a more discrete 'hover' support model in class wherever possible, with the key student and their progress still being the additional adults focus in partnership with the teacher.

Teaching Staff are responsible for:

'All teachers are teachers of special needs' and responsible for:

- devising strategies and identifying appropriate differentiated methods of access to the curriculum in conjunction with the online Essex Provision Guidance toolkit, Head of SEND, Inclusion staff and outside specialists;
- being fully aware of school procedures for SEND;
- 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 Access Plans are considered in lessons;
- monitoring the progress of their students with SEND against the agreed outcomes listed in One Plans and Educational Health Care Plans.
- referring students who are cause for concern through either the weekly Inclusion Panel meeting or directly to the Head of SEND;
- aware of their own CPD needs concerning an 'awareness' of the four categories of SEND;
- identifying students causing concern in Year 7 for consideration of Access Arrangement Testing.

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 Head of SEND (Mrs Smith) in the first instance.

If they feel their concerns haven't been addressed, they can book a meeting with either Mr Goddard or Miss Christie through the main switchboard.

Part 3: Identification, Assessment and Provision

Identification

Each faculty is developing procedures to identify students who are not making expected progress in their subject area and may refer to the Head of SEND either directly or through the form tutor for advice.

Our team of Assistant Senior Leaders monitor an identified year group and identify students who are not making expected progress. Parents / carers will be invited into school to discuss if additional resources are needed to quality first teaching and whether their child needs to be placed on the school's SEND profile.

In Year 7 students are screened for reading and spelling. This data is used alongside age-related progress information from primary school.

Initial screening for all students

- KS2 SATs
- Transition information from primaries
- Staff observations
- Parental questionnaire in the welcome pack
- Reading data from the Accelerated Reading Programme
- Whole year spelling screening.

Some students require further investigation and parents / carers will be notified and asked to attend a meeting to discuss if their child needs to go onto the SEN Profile

The SEND profile

The SEND profile is our list 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 new SEND code of practice, there are now two categories of SEND.

1. Low incidence but with a high level of Need where students are supported through an Education Health Care Plan (which replace Statements of SEND).
2. High incidence but with a low level of need Essex have named this category SEND support (which replaces School Action and School Action Plus).

High needs funding and Statutory Assessment

Sometimes students with a very 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.

Individual Assessment

Following whole year screening in Year 7, we complete another block of testing at the end of Year 9. We use a number of materials that assess handwriting, specific literacy difficulties and speed of working. This testing will be available to –

- All students who are or have been on the SEND profile.
- Students who have been referred by teaching staff, parents / carers and anyone from the inclusion team.

If there are still concerns about your child's progress after they have received additional teaching and support, it may be a good idea to have a more in-depth assessment. Dyslexia is a specific learning difficulty which needs assessment by an appropriately qualified specialist dyslexia teacher. While we are not qualified to undertake assessments for specific learning difficulties or medical conditions, we are able to signpost you to appropriate support agencies.

Provision

The graduated approach to need

In line with the new SEND code of practice, we adopt a graduated approach to SEND with a majority of students Passmores making progress through a 'core offer' which available for all students with or without SEND. There are three 'waves' of intervention:

Wave 1 – High quality inclusive class teaching for all

Wave 2 – Additional interventions for small groups of students which enable them to work at age related expectation or above

Wave 3 – Additional highly personalised interventions which require additional funding The SEND

information report is available at:

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

Withdrawal

Some students with SEND may be withdrawn for 1:1 or within small groups sessions. We try and keep this to an absolute minimum in accordance with Passmores inclusive ethos.

Part 4: Partnerships

In school

- The Inclusion Manager facilitates a regular meeting with senior pastoral staff, key inclusion staff and the Head of SEND to discuss students who are cause for concern. Interventions are agreed and put in place.
- The Head of SEND meets with all the SEND leads regularly to discuss whole school initiatives, training and strategic development.
- Any member of staff can arrange a One Plan Meeting with a student and their parents / carers. Information is gathered prior to the meeting from all parties.

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
- We now have Inclusion Ambassadors who are SEND students who have volunteered from each year group. They assist the Head of SEND to review current provision and are invited to attend the school's student council meetings.
- All students on the SEND profile have compiled a personalised Access Plan to share with their teachers 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 invited in every term to discuss their child's SEND provision, what's working or not working.
- Parents / carers can find out key information such as reports and conduct data through the learning gateway. Hard copy is available for parents / carers who prefer it.
- Parents / carers are consulted on entry about their child's needs.

Transfer arrangements

Passmores Academy has a successful transition programme for both year 6 and year 11 SEND students. Passmores staff visit the primaries to observe students, attend Annual Reviews and arrange additional transition visits for SEND students. FE staff attend year 10 and 11 Annual Reviews and students are supported with key decisions by careers guidance workers. See Inclusion policy for more details.

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