



**SCHOOLS COMPANY**

# **CDA SEND POLICY AND INFORMATION REPORT**

**This was adopted by the Governing Bodies of  
SchoolsCompany Devon Academies in  
October 2017**

Review date: 4<sup>th</sup> October 2017  
Signature: J Markham

Next review: October 2018

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# Special Educational Needs and Disabilities (SEND) Policy and Information Report

SchoolsCompany Central Devon Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

SchoolsCompany Central Devon Academy aims to meet the additional needs of young people who are struggling within the mainstream sector. Our whole referral process has been developed to enable accurate and effective identification of these needs. Not all of our students have specific learning difficulties; however, many have needs which are greatly affecting their ability to learn. We are dedicated to providing personalised programmes which will help to meet these needs.

## 1. Aims:

- To provide the structure for a student-centered process that engages student, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the academy. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.
- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To take into account of the views of the students with special educational needs,
- To encourage good communication and partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education,
- To make arrangements to support students with medical conditions and to have regard to statutory guidance regarding supporting students within SchoolsCompany Central Devon Academy with medical conditions,
- To develop a culture of inclusion, valuing high quality teaching for all learners and using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND, their families, staff within SchoolsCompany Central Devon Academy, and other external agencies,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Make efficient and effective use of SchoolsCompany Central Devon Academy resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,

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- Have regard to guidance detailed by Devon County Council.

The success of the academy's SEND policy will be judged against the principles set out above. The principal will ensure that the academy makes appropriate special educational provision for all students identified as in need of it. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.

The named strategic lead for SEND is Traci Phipps who is responsible for ensuring appropriate provision for children and young people with Additional and Complex Needs.

## **2. Legislation and Guidance**

This SEND Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association

## **3. Definition of SEND**

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

We have regard to the SEND Code of Practice 2014 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by SchoolsCompany Central Devon Academy that SEND provision is being made for their child.

Many students with sensory and/or physical disabilities may require adaptations, made as reasonable

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adjustments under the Equality Act 2010.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **4. Roles and responsibilities**

##### **4.1 The SENCO**

The SENCO is Traci Phipps                      email: [traci.phipps@schoolscompany.co.uk](mailto:traci.phipps@schoolscompany.co.uk)

In collaboration with the Principal, the SENCO determines the strategic development of the SEND policy and SEND provision with the ultimate aim of raising the achievement of students.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. She /he provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The principle responsibilities of the SENCO are to:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision of the academy
- Oversee the day-to-day operation of the SEND policy and the co-ordination of specific provision made to support SEN students, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that students and their parents are informed about options and a smooth transition is planned
- Oversee the records of all children with special educational needs and ensuring they are up to date
- Liaise with parents/carers of children with special educational needs

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- Contribute to the in-academy training of staff and monitor SEN CPD
- Liaise with schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Monitor the impact of interventions provided for students with SEND
- Lead on the development of high quality SEND provision as an integral part of the academy improvement plan
- Work with the Principal and the Governing Body to ensure that SchoolsCompany Central Devon Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing body on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Principal**

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 All Teaching and Non-Teaching Staff:**

All teachers and non-teaching staff are responsible for:

- The progress and development of every student in their class
- Ensuring they follow this SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the student's needs, drawing

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on the teacher's assessment and experience of the student as well as previous progress and attainment.

- Assessing the impact of support and interventions and how they can be linked to classroom teaching

## **5. SEN information report**

### **5.1 Areas of Special Educational Need**

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) are considered within one or more of the following categories of need:

#### ***Cognition and Learning;***

Young people with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

#### ***Social, Emotional and Mental Health Difficulties***

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

#### ***Communication and Interaction needs***

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Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### ***Sensory and/or Physical needs***

Some young people require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD).

## **5.2 Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Teachers will make regular assessments of progress for all students. Where, despite differentiation and support, a student is making inadequate progress then additional targeted interventions will be implemented; these may include one to one literacy or numeracy interventions or additional support through mentoring and 'catch up' time.

Where students continue to make inadequate progress despite interventions, support and high quality teaching, teachers should work with the academy's SENCO to agree appropriate next steps.

In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist or a teacher with specialist qualifications in SpLD. This involves discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a

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- student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
  - Persistent emotional or behavioural difficulties which are not modified by appropriate behaviour management strategies;
  - Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
  - Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised plan;
  - Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist academy;
  - Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

### **5.3 Consulting and involving students and parents /carers**

We will have an early discussion with the student and their parents/ carers when identifying whether they need special educational provision. The conversations will make sure that:

- Everyone develops a good understanding of the student's strengths and difficulty
- Parents' / carers' concerns are taken into account
- Everyone understands the agreed outcomes for the child or young person
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents / carers.

We will formally notify parents/ carers when it is decided that a student will receive SEN support.

### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four part cycle of assess, plan, do, review.

#### **Early Concerns**

Students are assessed on entry to the academy and the progress made by all students is regularly monitored and reviewed. Assessments include academic assessments in English, Maths and Science; reading and spelling assessments and social, emotional and developmental assessments. Teacher assessment or formal reassessment takes place half termly. Assessments enable SchoolsCompany Central Devon Academy to identify areas of concern and monitor progress. Students' personalised learning programmes are designed to reflect the needs identified in assessments.

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Teachers will work with the SENCO to carry out a clear analysis of the student's needs. This will draw upon:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments
- The individual's development in comparison to their peers and national data
- The views and experiences of parents / carers
- The student's own views
- Advice from external support services, if relevant.

The academy is committed to early identification of special educational need. A range of evidence is collected through the Information Passport and Personalised Learning Plan procedure: if this suggests that the learner is not making the expected progress, the personal mentor/subject teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

Provision that is additional to or different from that available to all other students will be recorded in the Personal Learning Plan (PLP). The PLP will set targets for the student and will detail:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The PLP will be reviewed at least once a term and the outcomes will be recorded. Students will participate fully in the review process. Parents / carers and professionals will also be invited to participate in the target-setting and review process.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed.

### **Statutory Assessment of Needs (EHC)**

When an Early Help Assessment has been completed and the school has taken relevant action to address the Special Educational Needs and/or Disabilities of the student and the young person does not make expected progress, SchoolsCompany Central Devon Academy and parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

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Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The academy holds annual review meetings on the behalf of Devon LA and completes the appropriate paperwork for this process.

### **5.5 Supporting students moving between phases and preparing for adulthood**

The academy will liaise with Careers South West and other agencies to arrange Transition Plans for students with SEND who may benefit from Transition Planning and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000. We will agree with parents, carers and students which information will be shared as part of this process.

### **5.6 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their classes.

High quality teaching is our first step in responding to students with SEN. This will be differentiated for individual students.

We can also provide the following interventions:

- Individual in class support
- Individual and group literacy and numeracy support
- Thrive sessions and approaches
- One to one mentoring
- Counselling
- Speech and language
- Art therapy
- Social Skills work
- Land based therapeutic provision
- Equine therapy
- Transition support and guidance
- Learning Outside the Classroom
- Field School

### **5.7 Adaptations to the curriculum and learning environment**

The following adaptations have been made to ensure that all our students' needs are met:

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- Differentiating the curriculum to ensure that all students are able to access it, for example by groupings, 1: 1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as literacy and numeracy, Thrive, land-based therapy, transition support, mentoring.

- Teaching assistants will support students on a 1:1 basis when they are require intensive provision to meet their needs.
- Teaching assistants will support students in small groups when they will benefit from interactions with their peers in a smaller setting.

We will work with the following agencies to provide support for students with SEND:

- Communication and interaction Team
- Educational Psychology Service
- SchoolsCompany Complementary Service
- The SchoolsCompany Field School
- Babcock LDP EAL Team
- The Virtual School
- Babcock LDP SEN Advisory teachers

### **5.9 Expertise and training of staff**

SchoolsCompany Central Devon Academy has an Assistant Principal who is a qualified SENCO who has completed the National SENCO Award. Additionally there is an Additional and Complex Needs Coordinator who is a qualified SENCO. They have extensive experience of working with children and young people with a range of additional needs and are allocated up to 0.5 of the week to manage SEN provision.

There is a large team of teaching assistants and higher level teaching assistants who are trained to deliver SEN provision.

We use specialist staff for:

- Speech and Language
- EAL
- Communication and Interaction advice and guidance

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- Educational Psychologist strategies
- Equine therapy

### **5.10 Continuing Professional Development (CPD) for Special Educational Needs**

- The Additional and Complex Needs Coordinator and other SLT members provide regular CPD to SchoolsCompany Central Devon Academy staff in specific aspects of meeting the needs of students with SEND
- Teaching assistants are engaged in an ongoing training to develop their role in the classroom
- Other professionals, such as the Educational Psychologist or the school nurse are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions
- Staff are encouraged to share good practice through staff meetings and curriculum planning.

### **5.11 Securing equipment and facilities**

The academy holds a budget for SEN resources and facilities that is agreed at the start of each school year. The principal and SENCO determine priorities for SEN and ensure that they are identified in the Development Plan. Staff then request SEN resources and their request is agreed by the SENCO and principal as appropriate.

### **5.12 Evaluating the effectiveness of SEN provision**

The effectiveness of provision for students with SEN is evaluated by:

- Reviewing individual progress towards their targets in their PLP at least 3 times a year and in all subjects each term
- Reviewing the impact of interventions in 6-12 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements or EHC plans

### **5.13 Enabling students with SEN to engage in activities available to those in the academy who do not have SEN**

All of our activities and school visits are available to all students and all students are encouraged to take part in the wider curriculum, sports, outdoor education, workshops. No student is ever excluded from taking part in activities because of their SEN or disability.

### **5.14 Support for improving social and emotional development**

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Support is provided to enable students to improve their social and emotional development in the following ways:

- One to one mentoring
- Complementary Services sessions
- Land-based therapies
- Counselling
- Thrive sessions and approaches
- Equine therapy
- Art and drama therapy

### **5.15 Working with other agencies**

The academy works closely with professional from other agencies to meet students' needs and support their families. Other agencies that the academy works with are, amongst others:

- Social Care
- The Educational Psychology Service
- The Education Welfare Service
- The Communication and Interaction Team
- The Behaviour Support Team
- The Inclusion Team
- DIAS
- The SEN advisory team
- The Safeguarding Team
- Complementary Services
- The SchoolsCompany Field School
- CAMHS
- Young Devon
- YES
- Drug and Alcohol Services

### **5.16 Complaints about SEN provision**

The academy's complaint procedures are available to parents/carers. Each student is allocated a personal mentor. This member of staff will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. They will then be referred to the academy's complaints' policy. Parents/carers of students with SEN or disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

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- Making reasonable adjustments, including the provision and auxiliary aids and services

The academy will make further information about this process available on request.

### **5.17 Support for parents of students with SEN**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

SchoolsCompany Central Devon Academy supports parents / carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These services are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **5.18 Student voice**

Students are given opportunities to express their views throughout the assessment and planning process. They will be invited to review meetings and will have an opportunity to give their opinion either directly or via their personal mentor.

### **5.19 Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

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Where children and young people also have SEND, their provision is planned and delivered in a coordinated way using the DAF paperwork. For those students with an Education, Health and Care (EHC) plan this is used as it brings together health and social care needs, as well as their special educational provision.

SchoolsCompany Central Devon Academy recognise that students at school with medical conditions should be properly supported so that they 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 school complies with its duties under the Equality Act 2010.

## **5.20 Personal Budgets**

Personal Budgets are only available to students with an Education, Health and Social Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

## **5.21 Details for raising concerns**

Initially a concern should be raised with the student's mentor or SENCO. If the concern is not adequately addressed then the Assistant Principal should be approached. If the issue remains unresolved the principal should be alerted. Should this not prove effective, the SEN Governor and / or the Executive Principal can become involved. All of the aforementioned can be reached by contacting the academy by phone or email.

## **5.22 Details of the local offer**

Local Offer details are available on the local authority local offer the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send).

## **6. Monitoring arrangements**

This policy and information report will be reviewed by SchoolsCompany governors every year. It will also be updated if any changes to the information are made during the year.

It will be approved by a SchoolsCompany local governing body and ratified by the Trust.

## **7. Links with other policies and documents**

This policy links to the following policies:

- Accessibility Plan
- Relationships (Behaviour)

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- Equality information and objectives
- Supporting students with medical conditions
- The Admissions Policy

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