



Special Educational Needs and Disabilities (SEND) Policy

This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

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Contents:	Page
The Objectives of the Special Educational Needs and Disabilities Policy	3
Legislation and Guidance	4
Links to Other Policies	4
Roles and responsibilities	5
Teaching Staff	6
Definition of SEND	7
Graduated Approach	8
High Quality Teaching	8
Assess, Plan, Do, Review Cycle	10
Assess	10
Plan	11
Do	11
Review	11
Referral for Assessment of Need	12
Education Health and Care Plan (EHCP)	12
Monitoring Student progress	13
Person Centered Practice	14
Medical Conditions	15
Training and Resources	15
Storing and Managing Information	16
Complaints	16

The Objectives of the Special Educational Needs and Disabilities Policy

Plume Academy is committed to providing outstanding education with equality of opportunity to all children and young people through an engaging and supportive environment from which they can learn and develop their full potential.

We believe that students are individuals with differing interests, knowledge and skills who have the opportunity to experience success through access to a broad, balanced and differentiated curriculum. This is regardless of their ability or need, therefore successfully preparing them for the transition to each stage of their education and preparing them effectively for adulthood.

Meeting special educational needs is a whole Academy responsibility, hence staff are provided with support and guidance to ensure they are able to effectively deploy a graduated approach to special educational needs. The SEND team takes a lead role in the identification and assessment of special educational needs and provides additional help and support for students across the school to ensure that they can make expected progress. However, the appropriate provision and rates of progress for students with SEND is the responsibility of all staff.

The Academy also promotes use of a person-centered approach to ensure that children and young people, with their families, are at the heart of planning special educational provision. The Academy also ensures links to appropriate external agencies are signposted appropriately.

Our SEND policy aims to:

- Outline how Plume Academy will support and make provision for students with special educational needs and disabilities.
- Explain the roles and responsibilities of everyone involved in providing for students with special educational needs and disabilities.

Legislation and Guidance

The Plume Academy SEND policy has been created in accordance with the statutory Special Educational Needs and Disability Code of Practice 0-25 years (2015) and references current legislation and statutory guidance documents:

- Part 3 of the Children and Families Act (2014);
- Equality Act (2010);
- Special Educational Needs and Disabilities Regulations (2014);
- Statutory Guidance on Supporting Children in School with Medical Conditions (2014);
- Teacher Standards (2012).

Links to other policies

Our SEND policy complements and operates with other Plume Academy policies, including: Safeguarding Policy;

Equality Policy;
Accessibility Plan;
Behaviour Policy;
Supporting students with medical conditions.

To ensure a holistic understanding of the Academy support for the academic, emotional and physical wellbeing of students we recommend all policies are read.

This policy is reviewed annually and its application and impact will be reviewed through the Academy's self-evaluation process, development plan and stakeholder feedback.

Roles and responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCo), Plume Academy SENDCo is Mrs. Olufunke Bamigbele.

The Code of Practice (2015) p108-109 sets out key functions and responsibilities of the role, including:

- Collaborating with the Executive Principal and Trustees, in determining the strategic development of SEN policy and provision in the Academy;
- Day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual students with SEN, including those who have EHC plans and looked after students;
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies, particularly within the provision in the Local Offer, and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Being a key point of contact with external agencies, especially the local authority and its support services and including other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Liaising with potential next providers of education to ensure a student and their parents / carers are informed about options and a smooth transition is planned;
- Ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all students with SEN up to date.

The SEND Trustee

The SEND Trustee is Mr Mark Judd. The SEND Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings;

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Executive Principal and SENDCo to determine the strategic development of the SEND policy and provision in the Academy.

The Executive Principal

Mr Carl Wakefield, Executive Principal at Plume Academy, will:

- Work with the SENDCo and SEND trustee to determine the strategic development of the SEND policy and provision in the Academy;
- Oversee SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Teaching Staff

Each class teacher is responsible for:

- The progress and development of every student in their classes;
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy.
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Definition of SEND

From the SEND Code of Practice 0-25 years (2015) pages 15-16:

'xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or 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*

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers...'

There are a significant number of non-SEND factors which may impact on progress and attainment as students undertake their individual learning journey, including:

- Attendance and punctuality;

- English as an additional language;
- Looked after care arrangements;
- Health and welfare;
- Transition and integration;
- Loss or bereavement.

Additionally, 'persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN...' (Code of Practice, 2015, 6.21 p96)

'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability...' (Code of Practice, 2015, 6.23 p96)

The SEN Code of Practice identifies 4 broad areas of need which provide an overview of the range of needs provided for at Plume Academy and can guide the actions taken by the Academy.

- Communication and Interaction;
- Cognition and learning;
- Social, Mental & Emotional Health;
- Sensory and/or Physical needs.

Additional information for the areas of needs can be found in the SEND Information Report, which is prepared and published annually in accordance with paragraphs 6.79 – 6.82 of the SEND Code of Practice (2015) and published on our website. The SEND Information Report sets out details regarding the implementation of the SEND Policy in the Academy.

Graduated Approach

Plume Academy utilises a range of measures to accurately identify young people with SEND and gathers information from a variety of sources; from the point of application to and throughout their education at the Academy, including:

- Screening tests, standardised tests and cognitive ability tests;
- Key stage data and results;
- External agency reports.

Additional, detailed information can be found in the SEND Information Report.

High Quality Teaching

All students have access to high quality teaching and a differentiated curriculum. *'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.'* (Code of Practice 2015 1.24 p25) it is 'the first step in responding to students who have or may have SEN. *Additional intervention and support cannot compensate for a lack of good quality teaching'* (Code of Practice 2015 6.37 p99)

Students can be identified as SEND if they do not make adequate progress after access to differentiated high quality teaching and appropriate adjustments have been made to enable them to make 'adequate progress' which includes progress that:

- is similar to that of peers starting from the same baseline;
- matches or betters the student's previous rate of progress;
- closes the attainment gap between the student and their peers;
- prevents the attainment gap growing wider.

If targeted adjustments within the high-quality teaching framework do not result in expected progress, the SENDCo will gather a range of evidence relating to the student in order to make an accurate and formative assessment of the student's needs. This information gathering includes discussions with the student and their parents or carers to develop a good understanding of the student's areas of strength and difficulty, their concerns and to agree the outcomes sought for the child and the next steps. (Code of Practice 6.39 p99)

For higher levels of need and when necessary, Plume Academy may draw on specialist assessments from external professionals and agencies to aid identification and provision to meet the student's needs.

Assess, Plan, Do, Review Cycle

In line with the Code of Practice (2015), Plume Academy applies the 'Assess, Plan, Do, Review' (APDR) cycle, agreeing actions to remove barriers to learning and establish special educational provision.

'ADPR' is an ongoing cycle which enables decisions and actions to be revisited and refined as understanding of an individual grows. The cycle ensures effective support measures are identified and revised through successive reviews to ensure good progress and good outcomes can be achieved.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the student's needs. This may include:

- Subject assessment analysis;
- High quality formative assessment;
- Details of previous progress and attainment;
- Comparison with peers and national data;
- Standardised assessments;
- the views and experience of parents;
- the student's own views;

- Consultation with external agencies and / or Local Authority SEND staff, if relevant. Analysis from a comprehensive range of sources will provide a clear picture of the student's needs and barriers to learning. When it is decided, through a thorough assessment, that SEND support will be offered, parents / carers will be formally notified.

Plan

Through consultation between the SENDCo, parents / carers and student, decisions will be made to determine the appropriate adjustments, interventions and support to be put in place. At this point, the young person will be recorded as receiving SEND Support.

Outcomes will be set in order to measure impact of the SEND provision on student progress, alongside a clear date for review.

The students' strengths, learning preferences and effective strategies for learning, plus the outcomes being sought will be shared with all relevant staff via their One Page Profile (OPP).

Do

Tutors, subject teachers and pastoral staff remain responsible for working with the student on a daily basis maintaining close collaboration with Learning Support Assistants and any specialist staff involved to plan and assess the impact of support and interventions, plus the application of these within classrooms.

Support with further assessment of the student's strengths, barriers to learning and advice on the effective implementation of support will be provided by the SENDCo.

Review

A review of student progress towards the agreed outcomes will take place at least three times in each academic year. Evaluation of the impact and quality of the support and interventions will take place at each review meeting with the student and parents / carers. The SENDCo, in consultation with parents / carers and teaching staff, will revise support appropriately in light of student progress and development.

Referral for Assessment of Need

The majority of students with SEN or disabilities will have their needs met with SEND support at Plume Academy. However, if a student has lifelong or significant difficulties, they may undergo a Statutory Assessment of Needs process which can be requested by the Academy or independently by parent / carers. This can occur when the complexity of need or lack of clarity around individual needs of the student are such that a multi-agency approach to assessing that need and planning provision is required.

An application for Education and Health Care Plan (EHCP) will involve collecting information from a variety of sources, including parents / carers, teachers, SENDCo and, as necessary, agencies external to the Academy, including from social and health care professionals.

Plume Academy will provide information relating to the current provision, level of support and progress towards current and historic identified outcomes from at least three (3) current and previous APDR cycles. The local authority makes the decision relating to initiation of the statutory assessment process that may lead to an EHC plan. Parents have the right to appeal a decision.

Education and Health Care Plan (EHCP)

Following statutory assessment, if it is decided the needs of the young person cannot be met by the support that is available through Plume Academy, an EHC plan may be provided by the local authority. Student, parent / carers and the SENDCo at Plume Academy will be involved in producing the plan.

If not in full agreement, parents have the right to appeal the content of the plan. They may also appeal against the educational setting named in the plan if it differs from their preferred choice.

Once agreed, the final plan will form a part of the student's formal school record and be reviewed with the Local Authority, student, parents and Plume Academy staff at least annually.

Teaching and support staff at Plume Academy will be informed of the individual needs outlined in the plan with support strategies and provision to enable students to meet their expected outcomes.

The annual review allows for provision for the student to be reviewed and appropriate changes to be made as necessary.

Monitoring Student Progress

Once learning differences and needs have been established in line with the Code of Practice, the students electronic record is amended to reflect they require additional and / or specialist support accordingly.

At Plume Academy, we acknowledge the importance of:

- Adopting a person-centred approach which involves students and parent/carers in coproduction of working documents which outline the student strengths, interests and aspirations and strategies to meet their needs and diminish the effect of barriers to learning in the classrooms and completion of independent learning tasks
- Time bound, measurable outcomes
- Tailored interventions and provision to support students in meeting or exceeding the outcomes
- Effective application of the graduated approach, 'APDR' cycle to ensure appropriate access to Plume Academy resources and expertise, to maintain the momentum of progress, ensuring that targets and provision adapt and grow with the development of the young person and take account of key transitions within the Academy and prepares them for adulthood.

All teachers are teachers of SEND and ensure that learning tasks and activities are matched to the individual ability of each student. Differentiation of this caliber is fundamental to students with SEND being able to access a broad and balanced curriculum. Through the implementation of high-quality teaching and learning, recognising, and using tailored strategies to promote individual success and progress, fewer students should be recognised as needing additional support.

Up to date documentation is the responsibility of the SENDCo and is ongoing throughout the academic year. The SENDCo and key staff have the responsibility for overseeing the progress towards measurable targets and updating learning documents in accordance to changing needs through the One Planning process.

Person-centered Practice

Working in partnership with the young person and their parents / carers is integral to enabling children and young people with SEND to reach their full potential by placing them at the heart of the decision-making process. Plume Academy ensure that the young person and their family are listened to and empowered to contribute key information to the shared view of the young person's strengths and needs from their knowledge and experience, which, in turn, will aid decisions on the best strategies to support the young person.

The SEND Information Report, published annually by Plume Academy signposts additional information for parents / carers and provides useful links to local agencies and opportunities for further support.

Parents / carers and families can access Essex Council's local offer on:

<http://www.essexlocaloffer.org.uk/>

Medical Conditions

Plume Academy recognise that students with medical conditions should be appropriately supported so that they can access the full, broad and balanced curriculum, including Physical Education and other practical lessons, plus educational visits and enrichment opportunities.

Some children with medical conditions are disabled and, where this is the case, the Academy complies with its duties under the Equality Act 2010 and the Advice for School DfE 2014.

Training and Resources

The training needs of staff are identified through the Plume Academy Self-Evaluation and Development process. All new staff undertake an induction programme which includes specific training for SEND, inclusion and safeguarding. Additionally, staff are committed to engaging in professional development that is in response to the changing needs of students at Plume Academy.

In addition to this, the SENDCo and SEND support staff attend regular Essex County Council network 'cluster' meetings and complete recommended training programmes.

Storing and Managing Information

Information relating to the storage of documents of individual students SEND is in line with Plume Academy policies on Data Protection, Information Management and, where appropriate, confidentiality.

Complaints

If you have any concerns or complaints regarding the provision for a student with SEND, the SEND Department will do all in their power to support in addressing these concerns. Should you wish to take a complaint beyond the SEND Department, please refer to the Plume Academy Complaints Policy Report for further details.