

Special Educational Needs and Disabilities (SEND) Policy Smith's Wood Academy

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1. Fairfax Multi Academy Trust Values

- 1.1 Fairfax Multi-Academy Trust's (FMAT) policies and procedures are written in accordance with our statutory obligations. They also align to our mission to "enrich the lives and transform the futures" of the students we serve, whilst reflecting each of our values - excellence, dedication, ambition, integrity, and tradition.
- 1.2 We are proud to be part of a Trust that places inclusion at the heart of its ethos and works collaboratively across its academies to ensure that every student has the opportunity to succeed.

2. Aims and Objectives

Our SEND policy aims to:

- 2.1 Ensure our academy fully implements national legislation and statutory guidance relating to students with SEND.
- 2.2 Set out how we support and make provision for students with SEND across all aspects of academy life, enabling them to engage in the activities of the academy alongside their peers.
- 2.3 Help students with SEND to fulfil their aspirations, achieve their best outcomes, and develop as confident individuals living fulfilling lives.
- 2.4 Support students with SEND to make successful transitions between key stages and into adulthood (where applicable).
- 2.5 Communicate clearly and consistently with students with SEND and their parents or carers, involving them in decisions about support and provision.
- 2.6 Define the roles and responsibilities of all those involved in SEND provision within our academy.
- 2.7 Ensure that all staff understand, value, and consistently implement the SEND policy.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve academy attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out academy's responsibilities for students with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and academy' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the academy's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the academy's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Academy Admissions Code](#), which sets out the academy's obligation to admit all students whose education, health and care (EHC) plan names the academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

- 4.1 At our academy we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.
- 4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that students with SEND are included in all aspects of academy life.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have learning difficulties or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream academies

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 academies.

5.2 Disability

Students are considered to have a **disability** if they have physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The academy will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the principal and SEN governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different academy or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, academy or institution in a timely manner
- Work with the principal and academy governors to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the academy keeps its records of all students with SEND up to date and accurate
- With the principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the academy's SEN information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the academy alongside students who don't have SEND
- Inform parents/carers when the academy is making special educational provision for their child
- Make sure that the academy has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the academy website about how the academy is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the academy's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 upwards are provided with independent careers advice

6.3 The SEND link governor

The SEND governor will:

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

6.4 The Principal

The principal will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENCO and academy governors to make sure the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties

- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the academy
 - Listen to the parents'/carers' concerns and agree their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside the academy and any changes in the students' needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the student

7. SEN information report

- 7.1 The academy publishes a SEN information report on its website, which sets out how this policy is implemented in the academy.
- 7.2 The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Identification and Assessment of students with SEND

- 8.1 When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.
- 8.2 Slow progress and low attainment will not automatically mean a student is recorded as having SEN.
- 8.3 Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.
- 8.4 When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- 8.5 If a student is joining the academy, and:
 - Their previous setting has already identified that they have SEN
 - They are known to external agencies
 - They have an education, health and care plan (EHCP)

then the academy will work in a multi-agency way to make sure we get relevant information before the student starts at the academy, so support can be put in place as early as possible.

The graduated approach to SEN support

- 8.6 Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

- 8.7 The students' teacher and the SENCO will carry out a clear analysis of the students' needs. The views of the students and their parents/carers will be considered. The academy may also seek advice from external support services.

- 8.8 The assessment will be reviewed regularly to help make sure that the support in place is matched to the students' needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

- 8.9 In consultation with the parents/carers and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

Do

- 8.10 The student's class or subject teacher retains overall responsibility for their progress.
- 8.11 Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 8.12 The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

- 8.13 The effectiveness of the support and interventions and their impact on the students' progress will be reviewed in line with the agreed date.
- 8.14 The teacher and the SENCO will revise the outcomes and support considering the students' progress and development, and in consultation with the student and their parents/carers.

9. Safeguarding

- 9.1 We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.
- 9.2 For more details of the pastoral support, we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

- 10.1 Training will regularly be provided to teaching and support staff. The principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the academy's plan for continuous professional development.

11. Links with external professional agencies

- 11.1 The academy recognises that it won't be able to meet all the needs of every student. Whenever necessary, the academy will work with external support services such as:
- Speech and language therapists
 - Specialist teachers or support services
 - Educational psychologists

- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Educational welfare officers
- Social services

12. Complaints about SEND provision

- 12.1 Where parents/carers have concerns about our academy's SEND provision, they should first raise their concerns informally with the Academy. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally.
- 12.2 Formal complaints about SEND provision in our academy should be made to the academy in the first instance. They will be handled in line with the academy's complaints policy.
- 12.3 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Policy Review

- 13.1 This policy is reviewed at least every year by the Trust. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.