Special Educational Needs & Disability (SEND) Policy

Status	**Statutory**
Responsible Trustees' Committee	**Curriculum & Standards**
Date last approved by TB	**12/12/2023**
Responsible Person	**Mrs A Herron**
Review Date	**December 2025**
Last Amended Date	**December 2023**

Introduction:

Ambition for all students sits at the heart of everything that we do at The Sutton Academy. Ensuring excellent provision for students with SEND is integral to every aspect of our school and enables students with special educational needs and/or disabilities (SEND) to thrive.
This policy explains clearly how The Sutton Academy provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive, ambitious, and responsive to their individual needs.

1. Legislation and Statutory Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice. The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. The Special Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational need and / or disability (SEND). In addition, provision at The Sutton Academy follows guidelines outlined in Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEN information report.

Definitions of special educational needs and disability

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is outlined in paragraphs xiii to xvi of the Code of Practice, 2014, as follows:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do if special educational provision was not made for them.

The Code of Practice defines special educational provision in paragraph xv as:
educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Section 1: Principles

- The Sutton Academy understands the right that all students have to a broad and balanced curriculum, including maximum possible access to national curriculum subjects. We acknowledge the potential of personalised learning and are committed to the review of curriculum structures, in order to raise the potential achievements of all students, with or without a diagnosed learning difficulty.

- The Sutton Academy meets all disability guidelines with reference to the DDA. We are committed to the support and inclusion of students with disabilities and disability access is available across the site.

- We believe that all students are entitled to be valued by all staff for the individual contribution they make to the academy, to experience success and to feel positive about themselves.

- Our vision at The Sutton Academy is one of responsible inclusion. We are committed to the use of a range of strategies to enable our students to overcome barriers to learning and reach their full potential. We believe that students benefit from a holistic approach to learning. Our Student Development Centre is designed to support students with SEND in a safe a nurturing environment with the most up-to-date facilities and technologies.

Section 2: Responsibilities

At The Sutton Academy we are committed to supporting and developing our teachers so that they continue to learn, develop and build confidence in making adaptations and reasonable adjustments to support students with SEND.

All teachers use high quality research-informed adaptive teaching strategies that work for all students and enable students with SEND to make excellent progress.

The SEND register is regularly reviewed, by the SENCo and the SEND Team, and updated and shared with all staff using the SIMs system and Class Charts

All staff are also regularly provided with information about different types of learning difficulties and given advice and guidance on how to be inclusive in their lessons. This training is part of the 'New Staff Induction' programme.

The Principal: "Responsible Person" as defined by the SEN Code of Practice

Mr Paul Willerton

The Principal and the academy Trustees have responsibilities as defined within the SEN Code of Practice. For example, to determine, organise and implement the procedures for identification and provision for children on the Code of Practice to deploy the staff as

necessary including the functions of the named SENCo (Assistant Principal for Inclusion and SEND) and to ensure regular reports are made to Trustees regarding the effectiveness of the SEND policy.

The named trustee for SEND is **Nicola Kearney**

The Inclusion Team: Persons responsible for coordinating the day-to-day provision for students with SEND

1. **Assistant Principal for Inclusion and SEND (SENCo)**

Mrs Anne Herron

Is responsible for:

- Ensuring that the statutory requirements for students placed upon the SEND register are met
- Co-ordinating provision for students SEND register, including exam access arrangements
- Tracking and monitoring of all students who have SEND

The SENCO is also responsible for the line management and deployment of a team of Learning Support Assistants directing the Lead Learning Support Assistant, Curriculum Leader for SEND (Deputy SENCO) and LSAs who lead Wave 2 & 3 interventions.

As a member of ALT the SENCo is also responsible in leading and directing all staff at the Academy in the day to day implementation of an inclusive learning environment.

2. **Curriculum Leader for SEND and Deputy SENCo**

Is responsible for ensuring students with identified SEND are receiving appropriate provision within the curriculum, primarily students identified as needing to follow the Gold and White Pathways. In addition to this has a teaching timetable dedicated to the delivery of Gold and White Curriculum Pathway at KS3 and KS4.

The Gold Curriculum Pathway delivers a bespoke curriculum to those students who are unable to access the mainstream curriculum due to their learning needs. It targets a small KS3 cohort each year for intensive provision. These students receive an intensive personalised learning package, which covers the KS3 curriculum and aims to raise literacy, numeracy and emotional literacy skills, so as to raise achievement.

3. **Lead Learning Support Assistant**

Miss Kerry Haggerty

Is responsible for managing the day to day workload of the LSA team. Ensuring that students' learning needs are met through the allocation of LSAs, managing interventions and organising the SDC resources and provisions.

4. **Teacher for Inclusion – Outdoor Curriculum Leader**

Is responsible for planning and delivering a curriculum that is appropriate to the needs of the students with SEND, including alternative qualifications: NCFEs and Duke of Edinburgh Award.

5. **Senior Learning Support Assistants (Level 3)**

Are responsible for planning, delivering and monitoring targeted support depending on the needs of students that are identified through liaison with the SENCo and all stakeholders.

6. **Learning Support Assistants (Level 2)**

Are responsible for working directly with SEND students, under the guidance of the SENCo, Lead LSA and teachers. As keyworkers LSAs liaise directly with all stakeholders and become the expert around each child.

7. **SEND Administration**

Is responsible for ensuring the SEND register is up to date and that information is regularly updated and communicated with all staff. Acts as gatekeeper to SEND files and documentation, coordinated the SEND and calendar including review dates and minutes from meetings.

The Inclusion team have shared responsibilities for students on the SEND register and those with any barriers to learning.

Looked After Children

The named teacher for Looked after Children is: **Kevin Harker**

The LAC champion is: **Gemma Potter**

The champion for Looked After Children, supports appropriate provision for these students through close monitoring of Personal Education Plans (PEPs), liaison with social care and evaluation of provision.

Section 3: SEND Systems and Routines: Identification, planning, assessing and reviewing

The academy ensures that there is a **graduated approach to the support of SEND students:** identifying, planning, delivering, assessing, recording and reviewing the needs of SEND students, in line with the SEN Code of Practice 2014.

There is a rigorous transition process, as soon as students are offered their place at The Sutton Academy we start liaising with their primary setting. Both the Inclusion Team and Pastoral team meet with staff at primary settlings and profile the needs of students. When students are identified as having additional needs we then develop a package of support for transition. In some cases, if the academy is going to be named on a student's EHCP we will start this process earlier in Y5.

If a student arrives at The Sutton Academy with no need identified, but then struggles to make progress in any area of their learning – both academic or social - we have a number of ways we can identify their needs. Initially all students take CATs (Cognitive Abilities Tests) this information is used by staff to inform their understanding of students' abilities. If there are discrepancies in ability or concerns this information is identified by the SENCo and Intervention teams. In addition, all students are screened for Literacy and Numeracy levels when they arrive. These assessments pick up any areas of weakness that can be targeted through intervention over the first year at The Sutton Academy.

If there are major concerns about a student's ability to access the curriculum, the SENCo is qualified to complete assessments in a range of areas to identify specific areas that a student needs support in. If there are any further areas of identified that need specialist support students can also be referred via the bi-annual Planning and Consultation Meetings with the local authority to the Educational Psychologist service, or other relevant support providers in St Helens.

All teachers and LSAs have regular training in relation to Special Educational Needs and there is a regular dialogue about students who are underperforming. If any staff have concerns there is an internal referral procedure which is used. These include department meeting and students focus groups each week.

Provision for all students who have additional needs will be made by the most appropriate agencies as required. In most cases this will be The Sutton Academy, working in partnership with the students' parents. Regular meetings and reviews take place with all those involved to ensure a comprehensive and consistent approach is taken.

Target Setting and Student Profiles

Students identified as having an SEND will still be subject to academy target setting, focussing on four levels of progress (Good progress measures). Students with SEN Support status on the SEND register will be monitored through whole academy tracking; in addition to this SEND students who have Key Workers will have termly monitoring reviews of their interventions, this will involve liaison with all stakeholders and planning for future intervention.

All students on the SEND register will have a Student Profile with regularly updated information regarding their needs and strategies to support them. These will be reviewed

annually although these students will also be tracked termly as stated above. This information is stored centrally on SIMs so that all staff are able to access and use the information.

Efficient use of Learning Support Assistants/Resources to Support Students with Additional Needs

Learning Support Assistants (LSAs) are allocated to assist class teachers in providing support for specific students. All LSAs have a kit of resources to support students and learning as directed. The majority of LSAs will be with specific students through EHCP funding or enhanced SEN support funding provided by the Local Authority. LSAs should however, be directed to support groups as appropriate.

Section 4: Deployment of SEND financial resources

The Academy budget allocates a proportion of funding for students with additional needs, in line with the number of SEND students on the register. Funding is largely allocated towards specialist staffing. A proportion of the budget is used for learning/ICT resources, which are situated within the Student Development Centre. Some funding is allocated towards individual students according to their needs.

Staffing

Staffing levels are determined by the educational need of the students. Students who are identified as "SEN support" or who have an EHCP will often receive additional tuition in the form of a personalised support package from staff experienced in working with students on the Code of Practice.

The staff within the SEND team have experience and qualifications in teaching students with learning, specific learning and behavioural difficulties. As a result, we can adopt a comprehensive approach to meeting students' needs, including those with complex needs.

Continuing professional development is a priority for the Academy. Inclusion staff attend a variety of inset/courses, including training to support the emotional needs of SEND students. Examples of training include; dyslexia specific support, supporting Developmental Coordination Difficulties and up to date training on Autistic Spectrum Disorder.

Facilities

The specific facilities for SEND students include five specialist classrooms within the Student Development Centre. Separate to this we have the Learning Development Centre with 5 classrooms to cater for our vulnerable SEND students. The classrooms have been designed with attention to the latest research regarding 'effective climates for learning'. We have also invested in the latest technology to provide SEND students and other students with the best chance of overcoming their barriers to learning and raise their potential to achieve.

Section 5: Communication systems

Internal communication

The SEND register is on SIMs so that all staff can access historical and current information about students' needs as well as recent assessments and reports. All information related to students learning needs are kept confidentially on SIMs and this then transfers onto the Class Charts software so that we can share efficiently with all staff. When updates are made this is communicated to staff via the staff bulletin.

Students on the SEND register will have Student Profiles that are saved on Provision Mapping and this is shared via Class Charts.

Points of transition

> ➢ **Year 6 transfers**: SENCo and Lead LSA attend relevant Y5/Y6 SEND reviews or planning meetings in order to inform parents and the local authority of the provision, which is available at The Sutton Academy. Between them they also meet each primary academy SENCo annually to arrange for the transfer of information about SEND students who will be entering The Sutton Academy.

> ➢ **Links with Special Academies:** Integration of students from special academies into mainstream education on a part time or temporary basis is undertaken whenever necessary. The Sutton Academy has developed effective links with authority special academies, for example Lansbury Bridge.

> ➢ **Links with Post 16:** The academy will support the transition needs of students from The Sutton Academy to any other education establishment through liaison, with relevant parties. Links with St Helens College are strong and many of our SEND students visit the college prior to taking up a place there.

Communication with external agencies

The academy has strong links with external agencies. Our aim is to streamline and coordinate advice/support from external parties:

> ➢ With regard to the Code of Practice the academy's team will contact external specialist support services in relation to students on the Code of Practice.

> ➢ Students with SEND will receive support and guidance from our private Educational Psychologist as required.

> ➢ The academy supports the work of children's services and the associated legislation, including the revised work on the new Code of Practice. The Sutton Academy works hard to develop and maintain regular contact with Education, Health and Social Care

and Youth Support services.

Communication with the Local Authority

The academy works closely with the Local Authority, through our designated **Inclusion Officer** (Caroline Lamb). Regular meetings and monitoring visits are held between the SEND team, pastoral team and the Inclusion Officer. We liaise closely with the Inclusion Officer, who offers day-to-day guidance and support in all matters related to SEND and inclusion at KS3 and KS4.

Regular SEND meetings, organised by the local authority are also attended to discuss SEN Code of Practice and inclusion issues.

Section 6: Communication with parents

One of the SEND team's main priorities is to develop and maintain strong links with parents. Not only in a formal basis with review meetings which aim to actively involve them in identifying and assessing additional needs, planning support and reviewing progress. But also, in a less formal manner; one of the primary roles for keyworkers is to build a relationship between home and the academy so that the best support can be put in place for students.

The Academy Offer, in line with current legislation, is available on the academy website and shows what parents can expect from the academy with regards to meeting the needs of SEND students. The website also offers parents and carers ready access to information about SEND support in the local community.

There is a designated time every week for parents to drop into meet with the SENCo and discuss their child's needs.

Should a parent consider there are any shortcomings in any aspects of the service delivered by the academy, a meeting with the SENCo can be arranged. Parents who at this stage feel there are still issues to be resolved have the right to take these matters to the Principal, the Trust Board and the LA if required. In any event, the academy will report back to the parents regarding the issues at the earliest convenience.

Section 7: Evaluation of policy

The Academy will ensure that the policy remains effective and relevant to the needs of students, by holding regular self reviews and a regular review of this policy. This will involve staff and Trustees to update and evaluate established procedures regarding SEND and disabled students.

Review of Policy: Updated – December 2023