

SEND Policy 2023-24

Reach Academy Trust



Reach Academy is an inclusive school and our team of dedicated staff are committed to ensuring success for all of our pupils. We aim to transform the lives of all of our pupils by providing them with the skills, attitudes and qualifications to flourish in any career and live happy and fulfilled lives. Through careful identification and assessment staff will provide the challenge and differentiation which each of our pupils needs in order to develop to their full potential. Many of our children will benefit from the specialist help of our Inclusion team whilst they are at Reach and this policy will outline the way in which the team will work together with staff, pupils, families and agencies.

Approved by: Board of Trustees

Date: 20th September 2023

Last reviewed on: September 2022

Next review due by: September 2024

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1. Aims

Our SEN policy and school information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.1 Objectives of SEN Policy

The school aims to give every child, including those with Special Educational Needs, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with SEN, we will ensure that:

- All teachers understand their responsibility as teachers of pupils with SEN needs
- We utilise a model of early identification within our cradle to career model
- Early action is taken to meet those needs
- There is an embedded model of 'assess plan do review' to secure pupil progress
- Pupils with SEN are involved, where possible and reasonable, in the decision-making processes regarding their own learning and support
- Pupils feel confident that they are listened to and that their views are valued
- Parents are told when their child is identified as a pupil with SEN
- Parents are involved in the programme of support for their child
- Parents views and support are valued
- Clear, informative records follow a pupil through school

2. Legislation and guidance

This policy and information report 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 pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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

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.

In practice, this means that a pupil may be given SEN intervention for one or more of the following reasons:

- If a pupil makes little or no progress even when teaching strategies are targeted to this need;
- If a pupil shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment results in some curriculum areas;
- If a pupil presents persistent emotional and/or behavioural difficulties, which do not improve when standard in-class behaviour management techniques are used;
- If a pupil has sensory or physical difficulties and continues to make little or no progress despite provision of specialist equipment;
- If a pupil has communication and/or interaction difficulties and continues to make little or no progress despite a differentiated curriculum.

Students will have needs and requirements which may fall into at least one of the following four areas of need;

- Communication and interaction (SLCN)
- Cognition and learning (CL)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical difficulty (S/PD)

Many pupils will have more than one area of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At RAF we identify the needs of our pupils by considering the needs of the whole child which will not just include their special educational needs.

3.1 Terminology at Reach Academy Feltham

At Reach Academy Feltham we prefer to use the term 'Additional Educational Need' (AEN) to 'Special Educational Need' (SEN). This is because we believe that as. The term 'AEN' is more helpful since we do know that some children have an additional educational need which will mean that they will benefit from having specialist assessment, monitoring, and in some cases, intervention.

In this policy, however, we accept the definition of special educational needs as set out in the Revised Code of Practice 2014 and we use the terminology used therein. This is a national document which refers to matters of law and so the terminology will be accepted for ease of use.

4. Roles and responsibilities

4.1 The SENDCos

The SENDCos will:

- Work with the Co-Headteachers and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and excellent teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned.

- Work with the Co-Headteachers and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing 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 Co-Headteachers and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The Governing Body is responsible for:

The governing body fulfills its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular:

- Ensuring that the best possible provision is made for all students with SEN.
- Ensuring that arrangements are in place in school to support pupils with medical conditions.
- Ensuring the school's SEN information report is published annually on the school website.
- Ensuring the integration of students with SEN within the Academy community.
- Ensuring that the budget for SEN is allocated appropriately.

4.4 The Co- Headteachers

The Co-Headteachers will:

- Work with the SENDCos and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Determine the school's general policy and approach to provision for children with SEN and maintain a general oversight of Reach Academy Feltham's SEN work.
- Establishes the appropriate staffing and funding arrangements for SEN provision.
- Keeps the governing body informed of developments in SEN provision, has a particular interest in pupils with special needs and has extensive experience of administering appropriate provision.

4.5 Class teachers

Each class teacher is responsible for:

- The teaching and monitoring of all pupils in their classes, giving at least equal attention to those with SEN regardless of whether they may also have in-class support,
- Identifying and reporting any concerns regarding SEN as soon as possible to Phase SENDCo in meetings or through email/face to face conversations.
- Planning and delivering a curriculum that has been designed, developed or adapted to be ambitious and meet the needs of pupils with SEND.
- Completing SEN documentation in accordance with the Code of Practice (2015)
- Liaising with the Inclusion team, parent(s) and child.
- Seeking advice and support from the Inclusion team, appropriate curriculum leaders, external experts and colleagues to help them match their classroom provision to the specific needs of the pupil.

- Monitoring progress and keeping annotated pieces of work and/or observations when this is appropriate.
- Planning with teaching assistants to ensure quality provision for pupils with SEN and ensuring that any additional adult support in no way replaces the attention a child receives from their class teacher.
- Keeping up to date with SEN information that is published on the Academy shared drive, applying recommended strategies and keeping up to date with annual reviews and provision maps.

4.6 Teaching Assistants in Primary:

- Work with pupils who have SEN. They may support a pupil/s with an EHCP or they may support a target group/s.
- Liaise regularly with the class teacher, Head of Phase and Phase SENDCo.
- The TA will work according to the strategies recommended in the pupil's EHCP and/or personal profile page. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupils' progress.
- Support with target setting and reviewing of personal targets in red target books.

4.7 Tutor Fellows (TF) in Secondary:

- Supporting in-class as per guidance from personal profile pages, subject teacher and targets from EHCPs.
- Planning (with support from subject teachers/SENDCo) and running 1:1 or small group interventions
- Recording and tracking progress of interventions/support
- Sharing pupil progress with parents through reports and parent-meetings

5. Identifying special needs

At Reach Academy, we follow a rigorous process to identify pupils who need extra help. Before pupils join us, we consult with the child, their family, and any professionals in the child's previous setting to understand their educational needs. This is done through home visits to meet the child's family, as well as visits to feeder primary schools and nurseries.

There is a transition day for all children transitioning to us in year 7. During this day, the children sit a reading test and the SENDCo screens all papers to identify children who need a 1:1 assessment before admission in September. Further, initial meetings are arranged with families, and the children, as appropriate, so that draft plans for provision can be made ahead of September.

The identification of pupils with SEN is built into our overall approach to monitoring the progress and development of all our pupils. The AEN (Additional Educational Needs) Team carry out screenings for pupils who present as having special education needs. Pupils may be selected for screening based on:

- Information from their previous setting
- Parent or teacher referrals, following discussions and observations
- Their performance in academic assessments
- Their performance as monitored by the teacher as part of on-going observation and assessment.
- The results of baseline assessments
- Progress against the National Literacy and Numeracy objectives
- Performance against the level descriptors within the National Curriculum at the end of a key stage, screening or assessments of reading, spelling etc using nationally recognised standardised tests

5.1 Graduated approach

Once SEN is identified, we will intervene to provide additional support. We adopt a graduated approach with the four stages of action: 'assess', 'plan', 'do', 'review'. (Code of Practice, 2015).

5.1.1 Excellent teaching

Teachers are continually planning, assessing, implementing and reviewing their approach to teaching all children.

The school regularly reviews the quality of teaching for pupils via our peer to peer coaching model, SENDCo and senior leadership team monitoring and external monitoring visits. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils and their knowledge of the SEN most frequently encountered.

5.1.2 SEN Support

In identifying a child as needing SEN support the class/subject teacher working with the SENDCo will carry out a clear analysis of the pupils' needs, including the individuals' development including the comparison to peers and national data. We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children/young people themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents.

A pupil will be identified as having SEN if they either have a diagnosed special education need or disability, or if they do not make adequate progress despite in class adjustments and intervention and excellent teaching. Once identified, a pupil will be added to the RAF AEN (SEN) Register at SEN support level. Children are only added to the SEN register if they need more intervention than can be given to them through quality scaffolding from their class teacher and require additional support which is substantially different from what their peers receive.

5.1.3 Exiting SEN register

Where a child continues to make good progress over a period of time and no longer requires intervention which is substantially different from their peers, the child will be removed from the SEN register. This decision will be made with the class teacher and other staff members who work with the child and parents will be informed.

5.1.4 Specialist assessment and support

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the SENDCo will consider involving appropriate specialists. The decision to involve specialists should be taken with the child's parents. Once advice from outside agencies is sought the SENDCo will share this with staff. Progress will be reviewed regularly. The Inclusion Team will share strategies with staff that should be employed in class to enable SEN pupils to access the curriculum. The delivery of the strategies continues to be the responsibility of the subject or class teachers. The SENDCo should take the lead in planning any further assessment of the pupil, planning future interventions with the pupil in discussion with colleagues and monitoring and reviewing the action that is taken. Pupils will have access to a range of support in order to support them to meet their needs, including specialist teachers, Literacy/Numeracy withdrawal intervention, specialist behaviour support intervention or work with external agencies (including occupational therapy, physical disabilities team and speech and language therapists).

5.2 Request for a Statutory Assessment

This is the initial process towards getting an Education Health Care Plan (EHCP) and is initiated by parents, school or both, when it is felt that the pupil's needs are long-term, complex and severe. The LEA will seek evidence from the school that appropriate strategies of support have been planned, implemented and evaluated for a reasonable time without success. The application is a lengthy process and there is no guarantee of successfully persuading the LEA to provide additional funding.

5.3 EHCP

An EHCP is a legal document, which identifies the pupil's educational needs, what the school must do to support these and the additional funding which has been allocated to the child. Annual Reviews (extended meeting and subsequent report) are held for all children with an EHCP. Parents, staff and specialists from outside agencies are all invited to attend these meetings and share their views on the pupil's progress. Pupils are also invited to share their views and contribute to the review process.

6. Managing pupils' needs on the register

6.1 Primary

All pupils on the AEN register have red target books where personal targets are set and reviewed regularly by class teachers in collaboration with their SENDCo. Parents meet with the class teacher and SENDCo termly to discuss progress and share their views. Provision maps detail the provision and intervention which SEN pupils are receiving and this is reviewed termly by The SEN Team. The SENDCo offers training to support staff in being able to do this and oversee the process to ensure it is implemented effectively.

6.2 Secondary

All pupils on the AEN register have a Personal Profile where targets are set and reviewed every cycle by The SEN Team, pupils and parents. The Provision Map details the provision and intervention which SEN pupils are receiving and this is reviewed after each cycle by The SEN Team. The SENDCo offers training to support staff in being able to do this and oversees the process to ensure it is implemented effectively.

6.3 Parent involvement

Reach Academy Feltham values parents and carers as partners in the development and education of their children. This is especially important for children with SEN. Parents will be involved in discussing targets set for their child and agreeing their involvement in efforts to meet their child's learning needs.

6.4 Pupil involvement

Children will be involved in target setting, according to their level of understanding. They will thus be more involved in the review of their targets and in celebrating the success of targets achieved.

6.5 Outside agency involvement

The school has a full time Speech and Language Therapist who contributes to the assessment and review as well as providing specialist support. Reach Academy will buy-in Educational Psychology, Speech and Language Therapy, Occupational Therapy and specialist teacher advice as required.

7. Supporting pupils and families

Hounslow's local offer can be found at: https://fsd.hounslow.gov.uk/synergyweb/local_offer/

RAF's school information report can be found on our school website [here](#).

8. Examination Access Arrangements

Access arrangements are in place for pupils during secondary examinations. The access arrangements are organised based on the evidence of a child's needs. These access arrangements must be a child's normal way of working for their exams and not be a new arrangement (ie. there should be historical evidence of the access arrangement in place). These include pupils having a 1:1 reader; a prompt; a scribe; 25% extra time; a bilingual dictionary. We manage these according to needs identified on the SEN register. When a pupil is at the end of year 9 we arrange formal testing for them by a specialist assessor. We then complete Form 8 if the pupil qualifies for their access arrangement to be formalised for GCSE.

In Primary identified children will be given a reader and/or extra time to complete examinations. Movement breaks will also be planned for those children who require them.

9. Medical conditions

The school recognises that pupils 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 will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

For further information, please see the Medical Policy.

10. Monitoring arrangements

RAF regularly and carefully monitors and evaluates the quality of provision we offer our pupils. This is done through regular monitoring visits which will involve triangulation, sampling of parent and pupil views and staff surveys. Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

10.1 Governing Body

The Co-Headteachers delegate day to day responsibility to the SENDCos. They will report on SEN provision, including how funding, equipment and personnel resources are deployed. The SEN objectives are reviewed annually and will be included as part of the school development plan. Evaluation of SEN provision will be included in the annual report.

10.2 Complaints

These arrangements are the same as for any complaint as outlined in the Academy policy.

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

It will be approved by the governing body.

11. Training and Resources

Our AEN training has evolved year on year to best meet the needs of our growing school and our pupils who present with need. Our Inclusion Team is a critical part of our school, and we have recruited SENDCos with a wide range of experience and expertise, including the NASENDCo qualification. Where children need specialist support, relevant members of staff will be trained in how best to meet their needs.

This might involve liaison with specialist professionals, including NHS and CAMHS staff or external training such as Read, Write Inc. We also have a range of professionals with specialist qualifications, e.g. speech and language therapy, occupational therapy or physiotherapy, who come into school to support children.

The SENDCos and Senior Leadership Team discuss staff training needs each term and plan appropriate training sessions, either based on general need, or specifically designed around one pupil.

The school is committed to seeing all of its pupils realising their potential and recognises that at different points in their schooling pupils will need to access additional support. The school also recognises that pupils with statutory assessments will often need additional resources on top of the funding provided by their EHCP. Through careful budgeting and a commitment to achieving value for money, the school will provide the additional resources required for pupils with SEN needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff regularly undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

12. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN information report