

SEND POLICY AND INFORMATION REPORT DE LACY ACADEMY

Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	1/3/22	Policy issued.	A Rooney
2	9/9/22	No changes required	A Rooney
3	7/9/23	Revised policy	A Rooney

Aims and objectives

Our SEND policy and information report aims to:

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

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

At De Lacy Academy, we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. To this end we provide a learning experience which gives every pupil the opportunity to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

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1. Compliance, legislation and guidance

Protective marking

Not protectively marked.

Review date

This policy should be reviewed annually.

Legislation

The Special Educational Needs and Disability (SEND) Code of Practice is a statutory code which explains the duties of schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability procedure in their academy information report (local offer) to accompany this policy.

This policy is for staff, parents/carers, pupils and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the academy to provide. Our SEND Information Report is contained within this policy.

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 academy responsibilities for pupils with SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which sets out academy responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

2. Definitions

A child or young person has special educational needs if they have a learning difficulty or disability, moderate, severe, profound and/or multiple needs which call for special educational provision to be made.

They have a learning difficulty or disability if they have:

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

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

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

3. Roles and responsibilities

The principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the principal and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

3.1 The SENCO

The SENCO is Abigail Austin (austina@delacyacademy.org.uk).

They will:

- Work with the principal, leadership team and SEND governor to determine the strategic development and implementation 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 pupils with SEND, including those who have EHC plans ensuring that staff are aware of the nature of special needs and the requirements of the EHC Plan.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching, including contributing to CPD.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy'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 that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND up to date including the SEND register.
- Assist in the preparation of written reports for internal and external reviews.

3.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND 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 SEND policy and provision in the academy.

3.3 The Principal

The principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND.

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with the SENCO to identify any pupil who may have SEND.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4. SEND information report

4.1 The kinds of SEND that are provided for:

Our academy currently provides additional and/or different provisions for a range of needs, including:

Communication and Interaction (C and I)

Pupils have difficulty in communicating which can include expressing themselves or understanding verbal speech and etiquette. Examples include autistic spectrum disorder, Asperger's, speech and language difficulty.

Cognition and Learning (C and L)

These needs are on a continuum and can vary across subjects and situations as learning difficulties can be general or specific and include difficulties with reading and spelling, learning new information and concentration.

Social, emotional and mental health (SEMH)

Additional needs centre on the inability to manage emotions and behaviour often resulting in inappropriate responses to situations and difficulty in building and maintaining relationships with peers and adults. This can manifest itself as anxiety, ADHD and impulsivity.

Physical health and development (PD)

This encompasses needs relating to physical growth, motor development, nutritional choices, self-care, and health and safety practices. These include hearing impairment, visual impairment, and physical difficulty.

Difficulties not relating to SEND:

Some pupils in our academy may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils 'catch up'.

Difficulties solely as a result of learning English as an additional language are not SEN. We assess all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a pupil's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality.
- Health and welfare.
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After pupil.
- Being a child of a serviceman/woman.

4.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. 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.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether the pupil would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

The academy uses reading age data to identify pupils who may require reading intervention. If the SENCO believes that a referral to Educational Psychology may be necessary, then parental consent will be sought.

4.3 Consulting and involving pupils and parents

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

- Everyone feels welcome.
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns, giving parents and carers opportunities to play an active and valued role in their child's education.
- We actively seek pupils' wishes and feelings around their individual needs.
- Pupils have a voice, allowing them to discuss and review their support regularly with their keyworkers.
- We encourage parents and carers to inform the academy of any difficulties they feel their child may be having or other needs they feel their child may be experiencing which need addressing.
- Parents and carers are continually informed and given support during assessment and any related decision-making processes.
- Parents and carers are aware of sources of information, advice, and support so that everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

4.4 Assessing and reviewing pupils' progress towards outcomes

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

General provision for all pupils is provided using core academy funding, meaning:

- All pupils will have access to well-adapted, quality first teaching which is enhanced, where appropriate, through low-level, short-term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions, and adaptations of the usual academy curriculum.
- Pupils who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be pupils with SEND.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment, in addition to their behaviour record.
- Other teacher assessments, where relevant.

- The individual's development in comparison to their peers and national data.
- The views and experience of the parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

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

4.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the academy, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The academy provides 'transition days', which focus on providing additional support for all pupils. All pupils will receive information, advice and guidance to support their transition through the academy and into further education, training or employment.

In addition, the academy has an extensive system for supporting pupils in Key Stage 4 and 5 with their career choices. This involves regular appointments with the careers advisor.

Outside agencies such as medical/health/psychology professionals and pastoral mentors are also involved in the process where appropriate. Parents are welcome to attend these meetings to help inform future choices.

Pupils are also encouraged to attend open days/evenings as well as taster days/tours prior to starting further education, again accompanied by parents/carers to ensure they are moving on to a suitable pathway. This aspect is also discussed with parents/carers, academy staff and outside agencies at review meetings where appropriate.

Once a decision has been made, a transition plan is designed and put into place as soon as possible. Learners with SEND have personalised meetings with a specialist SEND careers officer.

4.6 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils on an individual basis. Every child on the SEND register will have a "learning passport". This advises teachers how to adapt their teaching to meet individual needs. We also use SNAP profiling to help assess and identify suitable interventions for pupils with additional needs in SEMH and SPLD.

We may also provide the following interventions:

- Keyworker support
- 1-2-1 learning support assistant support
- 1-2-4 group support
- HLTA support and group work
- 1-2-1 subject specialist tutors
- TextHelp
- ELSA (Emotional Literacy Support Assistant) Intervention
- Speech and language therapy
- Lego therapy
- Reading Plus
- Rapid Plus Comprehension
- Ruth Miskin Freshstart Program

- PLC support

4.7 Adaptations to the curriculum and learning environment for pupils with SEND

Subject teachers are responsible for planning lessons that are accessible and adapted for every pupil using the Delta “learning principles”.

In most curriculum areas pupils are grouped by levels of attainment. However, these groups are reviewed regularly in response to pupil progress. Support staff are also there to support the implementation of a broad and balanced curriculum.

The academy accessibility plan is reviewed annually and is available on the academy website.

We make the following adaptations to ensure all pupils’ needs are met:

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

4.8 Additional support for learning

We have a team of learning support assistants who are trained to deliver interventions.

Learning support assistants will support pupils on a 1:1 basis when a pupil is working significantly below age-related expectations on a short-term basis to support the classroom teacher to improve progress.

Learning support assistants will support pupils in small groups where pupils would benefit from group work to help develop and improve social skills, for short term intervention to support curriculum progress and to provide an opportunity to build independence.

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

- Education Psychology Service.
- SEND Local Authority.
- SENDIAS parent support and information service.
- WISENDSS local authority support.
- Local Authority inclusion team.
- Speech and language therapy team.
- Hearing and visual impairment support services.

4.9 Expertise and training of staff

The SENCO will maintain links with the LA Support Service, the academy’s Educational Psychology Service and specialist agencies such as the Health Service and occupational therapies, to ensure that all support staff are up to date with changes across the authority.

Delta Academies Trust has an active network of SENCOs who meet regularly to discuss SEND practice across the trust and identify any training needs relevant to individuals or groups. Support staff have regular meetings with the SENCO and have opportunities for training throughout the academic year.

All LSAs and support staff are trained as keyworkers and complete annual safeguarding training plus regular updates.

The SENCO regularly updates teaching staff on any changes to SEND provision and also has regular CPD slots to ensure that all staff are familiar with the SEND practices and the policy.

All staff at Delta Academies Trust, where it is relevant to their role, and key members of the Academy Advisory Board complete annual Educare training modules on Autism Awareness, Dyslexia Awareness and ADHD Awareness.

Each academy has an Aspiring SENCO, which gives a member of staff the opportunity to work alongside the SENCO and develop their understanding of the role. This helps us to build capacity within our trust.

We also have a TextHelp Champion in each academy, designed to train and upskill pupils and staff on the use of an online programme to help pupils entitled to a reader and those with EAL.

4.10 Securing equipment and facilities

Prior to admission, where necessary, the relevant equipment and facilities for an individual will be sought. Specialist equipment will be kept in the SEND office, or in specialist areas. The SENCO will be responsible for ensuring that all equipment and facilities are fit for purpose and reordered in good time when necessary.

Further information may also be found in the academy's accessibility plan.

4.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes each term.
- Regularly reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring of the quality of education provided for pupils with SEND.
- Holding annual reviews for pupils with EHC plans.

4.12 Enabling pupils with SEND to engage in activities available to those in the academy who do not have SEND

All our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in enrichment days, after-academy enrichment, sporting fixtures and rewards events.

No pupil should ever be excluded from taking part in these activities because of their SEN or disability.

Some pupils in our academy have medical conditions that require care and support to enable full access to education, including academy trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

The academy's accessibility plan can be found on the statutory information page.

This covers:

- Improving the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services provided at the academy.
- Improving the availability of accessible information to disabled pupils.

4.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of all enrichment opportunities.
- Pupils with SEND have an allocated keyworker who meets with them regularly to discuss their concerns.
- The Education Psychology team who work with us to ensure we provide effective SEMH intervention where necessary.

The learning support team is part of a wider inclusion team which supports pupils with emotional and behavioural issues, monitors and supports pupils who have difficulty accessing mainstream lessons and offers support programmes on themes such as anger management, anti-bullying, social skill development and self-esteem.

This is accessed via referrals from staff who identify a particular pupil or group who may need support. Referrals for additional support are discussed weekly by the inclusion team.

The academy's anti-bullying policy is available on the website.

4.14 Working with other agencies

The academy actively seeks involvement from all relevant services to ensure that all plans written for pupils are effective and meet their needs. Where necessary, other agencies are invited to review meetings to promote a coordinated approach from professionals.

We aim to ensure referrals are made in a timely manner, and consent will be sought from parents before referring pupils to professional services.

There are links to support for parents and families which can be found on the SEND page of the academy website.

4.15 Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the SENCO in the first instance. If they are unresolved, the academy's complaints policy can be followed.

The parents of pupils with 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.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

4.16 Contact details of support services for parents of pupils with SEND

All contact details relating to SEND support services can be found on the academy website in the SEND section.

4.17 Contact details for raising concerns

There is an overarching policy for handling complaints available on the academy website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO and Learning Manager in the first instance in order to work together to address concerns.

4.18 The local authority local offer

Our local authority's local offer is published here: <https://wakefield.mylocaloffer.org/Home>

5. Monitoring arrangements

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

It will be approved by the governing body.

6. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Exam Access Arrangements Policy
- Care, Support, Guidance and Behaviour policy
- Equality, diversity and inclusion policy
- Supporting pupils with medical conditions policy
- Admissions policy
- Anti-bullying policy
- Complaints policy