

# Special Educational Needs and Disabilities Policy

*Our SEND vision:*

As an Academy, we seek to develop inclusive values between staff, students and parents/carers and remove barriers to learning and participation. We aim to offer the necessary support to all students whatever their individual needs.

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## 1 Aims and Objectives

The aims of this policy are:

- To ensure that all students have access to a broad and balanced curriculum and have the opportunity to make academic and personal progress;
- To ensure the curriculum is accessible to all students regardless of their individual needs and ability;
- To ensure that the special educational needs of students are identified, assessed and supported effectively;
- To ensure that support is person centred and the student and their family contribute to the process;
- To make clear the expectations and roles of all staff and stakeholders in the process.

The objectives of this policy:

- To provide High Quality Teaching with appropriate differentiation and adaptation to ensure all learners are included, where possible;
- To implement a graduated approach to assessing needs, including support from external professionals and agencies to provide support and guidance wherever necessary;
- To work in partnership with parents and carers, ensuring that they are well-informed and able to contribute to support for their child.
- To ensure that students are involved in their plans for support
- To provide appropriate and regular CPD opportunities to improve the expertise of staff

## 2. Statutory requirements

2.1 This policy meets the requirements of the SEN Code of Practice (2024/amended version).

## 3. Definition

3.1 A child or young person has a Special Educational Need if they have a learning difficulty or disability, which calls for special educational provision to be made.

A child has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- b) Have a disability, which prevents or hinders them 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.

Special educational provision is that which is different from or additional to that which is ordinarily available for a student of the same age. (SEN Code of Practice 2024/amended version.)

## **4. Identification and Assessment**

Our dedicated transition and send team, who are responsible for ensuring a successful start at secondary school collect information with regard to SEND needs, reading age, cognitive ability and prior attainment from Primary School. This data is reviewed and if required, further assessment will be undertaken and any necessary interventions put in place.

Through ongoing assessment and knowledge, teaching staff are able to identify students who are experiencing difficulties in their learning and refer these concerns to the SEND team through the initial SEND Concern Form.

Parents, carers and students are able to raise concerns with the SENCo and / or SEND team directly should they feel concerns need addressing.

## **5. Transition**

5.1 Transition may occur at several stages including:

- Transition from Year 6 primary to Year 7 secondary
- In-year transition from another school
- Transition from KS3 to KS4
- Transition from KS4 to post 16 education

5.2 A great focus is on ensuring learners with SEND are supported at all stages of transition. Additional visits and communication with all parties (parents/carers, former schools etc) is taken to ensure this runs as smoothly as possible.

## **6. Making provision through the Assess, Plan, Do, Review process.**

### **Assess**

6.1 Further assessment to inform provision will be triggered when a student:

- is not making adequate academic progress despite attendance to lessons
- continues to work at levels significantly below those expected, or that of their peers with similar starting points
- presents persistent emotional, social or mental health difficulties
- has significant communication or social difficulties
- has a condition or disability that prevents or hinders them from making use of educational facilities

6.2 If a student continues to make little progress or identified difficulties do not improve with initial support, then a concern will be raised with the SEND Co-Ordinator (SENCO) following contact with the student's parent/carer and recorded on a SEND Concern Form. The SEND Team will investigate the concerns about a student further including the following; consultations with staff, observations of the students within lessons, meetings with parents and carers, the student and any other agencies involved with the family. The SEND Team will then decide on appropriate support for the student, this may involve the use of further assessments including:

- Cognitive Assessments including; reading, spelling, comprehension and numeracy
- Emotional and Social Literacy Assessment Tools such as the SCERTS Model.
- Speech and Language Assessment Tools

This may also involve referrals to external agencies including:

- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Integrated Physical and Sensory Service (IPASS)
- Educational Psychologist (EP)
- Early Help Service
- Northcott Outreach

## **7. Plan**

7.1 The graduated response ensures that a range of strategies are agreed to support the student to overcome identified barriers to learning. These plans will be reviewed regularly. Each student requiring additional support will have a Profile created that has key information about the student including key strengths and difficulties, the type of support required and at what times. This profile will be shared with key staff / teachers.

7.2 When additional support is required this may be through:

- Support at unstructured times
- Exam access arrangements
- 1:1 or small group intervention in literacy and numeracy
- 1:1 or small group support for emotional literacy, friendship and social skills, memory skills and/or handwriting intervention
- Progress Support Assistants in the classroom

## **8. Review**

8.1 A student's SEN support is reviewed at least termly through the APDR process. Students receiving support from the SEN department provide their views on a termly basis and parents and carers are invited to participate in the reviewing process through reviews, Parents Evenings, SEND Drop in Events, Support Champion calls and PEP meetings.

## **9. Statutory Assessment and Education, Health and Care Plans (EHCP)**

9.1 The majority of students with SEND will have their needs met through quality first teaching and SEND support intervention within Sirius Academy North. However, some students may require further assessment of their needs by the Local Authority. A request for an Educational Health and Care Needs Assessment may be requested through the local authority when, despite an individualised programme of intervention, the student's progress remains a significant cause for concern and/or there continues to be significant barriers to learning.

- 9.2 A statutory EHC Needs Assessment may also be requested by a parent or professional with parental responsibility.
- 9.3 If the assessment is agreed, the aim of statutory EHC assessment is to:
- Establish and record the views, interests and aspirations of the student and parents
  - Provide a full description of the student's needs
  - Establish outcomes of education, health and care in relation to the student's needs and aspirations
  - Specify the provision required to meet the students' needs and how education, health and care will work together collaboratively to support this.
- 9.4 If the Local Authority agree to issue an Education, Health and Care Plan; this is a legal document, which can stay with the student until the age of 25 if it is appropriate. When a student has an EHCP schools, colleges and other settings will follow a consultation process to ensure the setting is able to meet the student's special educational needs. However, a request for statutory assessment by the school or parent/carers does not always lead to an Education, Health and Care Plan. The Local Authority may refuse to assess the student or deem that their special educational needs can be met with resources already available to the school.

## **10. Continued Professional Development**

- 10.1 The Constellation Trust is committed to raising the awareness and understanding of staff, parents/carers and learners in order to ensure the difficulties experienced by learners with SEND are addressed. This takes the form of:
- Sharing of good practice through lead practitioners
  - Departmental Meetings
  - Twilight Training Pathways
  - Twilight sessions dedicated to experts/guest speakers delivering on SEND (including in-house Neurodiversity Champions)
  - In-house training – both calendared and when required/requested
  - Student specific training as required to ensure effective delivery of support
  - Collaborative working across educational environments
  - Supervision and regular sharing practice between support team staff

## **11. Personnel**

- 11.1 All Trust staff accept a shared responsibility for all learners with SEND. However, in line with the SEN Code of Practice, the SENDCo, supported by the wider SEND Team, will oversee the day to day operation of the SEND policy and will:
- Co-ordinate the provision for learners with SEND
  - Provide information and support to all members of staff to ensure they are aware of their responsibilities towards learners with SEND

- Co-ordinate the development and implementation of school-based strategies for the identification and assessment of learners with SEND
- Collate and maintain accurate records for all learners with SEND
- Track and analyse the progress of learners with SEND
- Analyse the effectiveness of support and intervention in place for learners with SEND
- Liaise with external agencies
- Co-ordinate provision for exam access arrangements and prepare evidence for JCQ inspections
- Contribute to and co-ordinate staff training
- Provide three non-negotiables to guide daily support
- Liaise with school staff in other settings to ensure smooth transition
- Liaise with school SEND governor/Trust regarding current issues for learners with SEND.

## 12 External Agencies

- 12.1 If a student continues to make less than expected progress, even after provision has been made through the graduated approach, it may become necessary to involve outside agencies. Should this happen, the graduated response will continue to take place, but one or more of the agencies listed below, may be involved at any stage of the process.

Educational Psychologists (EP)  
 Speech and language Support Team (SALT)  
 Northcott Outreach  
 IPaSS for Hearing, Visual and Physical needs  
 NHS Physiotherapy Services  
 NHS Sensory Processing Hub  
 NHS Neurodiversity Service  
 Children and Adult Mental health Services (CAHMS)  
 Kids – SENDIASS/Sleep Service/Inclusion Service  
 School Nursing Team  
 Bereavement Services  
 Police  
 Children's Social Care / Early Help Service

## 13 Student Voice

- 13.1 It is essential that all students are central to the any decision made about their education and are fully able to exercise opinions. We strive to help them progress by encouraging them to:
- Share their views about their education through the formal student voice channels and/or through the one-page profiles, reviews, APDR process and annual EHCP reviews;
  - Have informal discussions with staff throughout interventions;
  - Identify their own needs and learning styles;
  - Participate in reviewing their progress and further target setting.

## 14 Partnerships with parents

- 14.1 For any student to succeed there must be a co-ordinated approach and partnership between home and school. Working with our community will enable learners to achieve No Limits regardless of their need. We recognise parent/carers have the unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. Parents/Carers and all learners are encouraged to be fully involved with all aspects of the student's education.
- 14.2 Collaboration and partnerships with parents is achieved through:
- Invitations to attend meetings with the SENDCo and/or Year Teams
  - Parents' evenings – where class teachers and the SENDCo are available
  - APDR Meetings
  - SEND Drop in Evenings
  - SEND Coffee Mornings
  - Contact with the Teachers and Progress Support Assistants
  - External agency meetings
  - Parents being encouraged to contact the school via phone or email at any time
  - SEND Email: [send@siriusacademynorth.org.uk](mailto:send@siriusacademynorth.org.uk)