



# The Sutton Academy

## Special Educational Needs and Disabilities (SEND) Policy

Status	<b>Statutory</b>
Responsible Governors' Committee	<b>Curriculum and Standards</b>
Date last approved by GB	<b>17/06/2025</b>
Responsible Person	<b>Mrs A Herron</b>
Review Date	<b>April 2026</b>
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## Introduction

1. Ambition for all students sits at the heart of this SEND Information Report and Policy. Support for students with SEND is integral to every aspect of our academy approach and enables students with special educational needs and/or disabilities (SEND) to thrive. In this document it is our intention to:
  - Explain clearly and in detail 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
  - Outline the graduated approach that we use to enable early identification of needs and the subsequent support which will enable all students to succeed
  - Describe the national requirements outlined in The Children and Families Act 2014 and the Code of Practice, 2014<sup>1</sup> and explain how the academy will meet the requirements through the funding made available to us through our budget and through other funding streams
2. This policy notes the findings and strategy encapsulated in the Green Paper and SEND Review (2022)<sup>2</sup>.

### Who is responsible for this information report, policy, and guidance?

3. The Local Governing Body and Academy Leadership Team has a specific responsibility to ensure the fair application of this policy and guidance and all members of staff are responsible for supporting colleagues and ensuring its success.

## Legislation and Statutory Guidance

### The Children and Families Act 2014

4. The Children and Families Act is wide ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by the aforementioned statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free academies, and a range of national and local NHS bodies must 'have regard'.
5. The Children and Families Act introduced a new statutory Education Health and Care Plan (EHCP) which replaced statements of SEND. The Act also introduced a single pre-statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

### The link between special educational needs and disability

7. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '... a physical or mental impairment

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<sup>1</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<sup>2</sup> <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer, and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in the Equality Act, including the requirement on all public bodies to make reasonable adjustments.

8. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an EHCP. Some of these children and young people with long term health conditions should have a health care plan which addresses their safety, health, and wellbeing whilst in the early years, academy or college setting. The Department for Education (DfE) have published guidance on this theme, 'Supporting students at academy with medical conditions'.

9. We have used this guidance to develop our policy at The Sutton Academy.

## **Roles and Responsibilities**

### **The Local Authority**

10. To support children, young people and their families, the Children and Families Act requires all local authorities to set out a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide-range of statutory and non-statutory providers including voluntary organisations. St Helens' Local Authority's Local Offer can be viewed at <https://new.sthelens.gov.uk/SEND>.

### **Academy and the Governing Body**

11. Academies and Local Governing Bodies have responsibilities to ensure that they plan on the basis that, at any time, some individuals and groups of children/young people will experience difficulties with learning. At our academy, we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' to support an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. In addition, there are specific duties on us and our Local Governing Body to:

- Publish information on the academy website about the implementation of the governing body's policy for students with SEND
- Identify students with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- Publish the SEND policy and the Local Authority Local Offer
- Publish information on SEND funding and provision
- Appoint a SEND governor and Special Educational Needs and/or Disabilities Coordinator (SENDCo)

- Maintain a current record of number of students with SEND
- Ensure SEND provision is integrated into the academy improvement plan
- Monitor progress of SEND students and ensure provisions specified in EHCPs are in place
- Keep under constant review the arrangements for students present and future with a disability
- Willingly admit all students who meet admissions criteria

Role	Name	Contact Details
Principal	Mr Paul Willerton	Paul.Willerton@thesuttonacademy.org.uk
Assistant Principal SENCo	Mrs Anne Herron	Anne.Herron@thesuttonacademy.org.uk Telephone 01744 678859
SEND Governor	Mr Gordon Pennington	Gordon.Pennington@thesuttonacademy.org.uk

## The role of the SENDCo

6. The legislation requires that:

- The SENDCo must be a qualified teacher working at the academy
- Any newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant academy for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- A National Award must be a postgraduate course accredited by a recognised higher education provider and be equivalent to 60 credits in postgraduate study

7. Our SENDCo has responsibility in academy for:

- Working with the Principal and governing body to determine the strategic development of SEND policy and provision in the academy
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND
- Providing professional guidance to colleagues and working closely with staff, parents, and other agencies
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that students with SEND receive appropriate support and quality first teaching
- Liaising with the relevant designated teacher where a student who is a looked after child has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Liaising with parents and carers of students with SEND
- Liaising with other academies, settings and providers, educational psychologists, health, and social care professionals, and independent or voluntary bodies

- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Principal and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- Ensuring that the academy keeps the records of all students with SEND up to date using a SEND Register

To carry out these duties effectively, we ensure that the SENDCo has sufficient time and resources to carry out these functions. To support the strategic and operational day to day role.

## **Leader for SEND and Deputy SENCo**

The Curriculum Leader for SEND and Deputy SENCo is Mrs Christine Ward.

- Email: [Christine.Ward@thesuttonacademy.org.uk](mailto:Christine.Ward@thesuttonacademy.org.uk)
- Telephone: 01744 678859

The Deputy SENCo is responsible for:

- Working alongside the SENCo and the Principal to determine the strategic development of the Gold provision at the academy.
- Undertaking the role of SENCo within the Gold provision.
- Undertaking the role of specialist assessor with regard to Exams Access Arrangements.

## **Lead Learning Support Assistant**

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 resources and provision.

## **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 role of the teacher**

8. At the 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. This vision and strategy are comprised in the statements below:
  - Teaching students with SEND is integral to our whole academy teaching and learning approach
  - Teachers know students with SEND and understand their needs

- Teachers use high quality research-informed adaptive teaching strategies that work for all students
- Teachers use personalised adaptive teaching strategies, including subject-specific adaptive strategies, which enable students with SEND to make excellent progress
- Teachers understand the individual and collective impact that they have on the progress of students with SEND

## Meeting special educational needs and disabilities

### What needs can the academy meet?

9. 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 academy 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 academies or mainstream post 16 institutions

A child under compulsory academy age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory academy age or would do if special educational provision was not made for them.

10. The Code of Practice defines special educational provision in paragraph xv as follows:

Special educational provision for children aged two and over is 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 academies, maintained nursery academies, 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.

11. National figures indicate increased SEND across mainstream academies. This means that mainstream academies will always be required to employ a range of strategies to support the progress of individual or groups of children.
12. Although the needs of children and young people often co-occur across more than one 'area of need', the Code of Practice uses four main categories of need:
  - Communication and Interaction (C&I)
  - Cognition and Learning (C&L)
  - Social, Emotional and Mental health (SEMH)
  - Sensory and/or Physical (S&P)

13. At The Sutton Academy, we meet the needs of all our students by using the graduated approach, the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.
14. The numbers of students on the SEND register changes frequently. In September 2024 the breakdown of needs at our academy were as follows:

**Table 2: Breakdown of Needs**

Needs	Number	% of academy
Students with an EHCP		
Students with a Provision Agreement		
Students on SEND Support		
		% of SEND Register
Primary Need of Cognition and Learning		
Primary Need of Communication and Interaction		
Primary Need of Sensory and Physical		
Primary Need of Social, Emotional and Mental Health		

### Identification of students with special educational needs and/or disabilities

15. The identification of SEND is built into the overall approach to monitoring the progress and development of all students.
16. The academy assesses each student's current skills and levels of attainment on entry through baseline tests building on information from previous settings and key stages where appropriate.
17. The entry assessments at our academy are listed in the table below:

**Table 3: Entry Assessments**

Entry Assessments at The Sutton Academy	Assessment Outcomes
Cognitive Ability Tests (GL Assessment)	Verbal, Non-Verbal, Quantitative, Spatial
National Group Reading Test (GL Assessment)	Reading age against chronological age

18. Further assessment and screening may be necessary for some students. Our academy has the following assessment and screening tools available.

**Table 4: Academy Assessment and Screening Tools**

Assessments at The Sutton Academy	Assessment Outcomes
WRAT (Wide Range Achievement Test)	Reading diagnostic (word reading)
Progression Tool (Communication Trust)	Speech, language and communication indicator
BPVS (British Picture Vocabulary Scale) 3 <sup>rd</sup> edition	Receptive language
Lucid Recall (GL Assessment)	Working memory, processing speeds

19. The academy also considers information provided from a previous setting (see Transition section of this document).

20. Parents, the class teacher or other professionals, within or outside the academy, may also express concerns which trigger further investigation, observation and/or assessment. These may refer to a child's difficulties in coping with the normal demands of the academy. For example, attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a student routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored.
21. Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances.
22. The academy is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Where there are long lasting difficulties, the academy will consider whether the student has SEND.
23. When identifying SEND, the academy is mindful of the following:
  - Slow progress and low attainment do not necessarily mean that the child has SEND
  - Attainment in line with chronological age does not mean there is no learning difficulty or disability
  - Students with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
  - Persistent disruptive or withdrawn behaviours do not mean that a student has SEND

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Code of Practice 6.38

24. Where it is decided that a student does have SEND, the student is added to the SEND Register and parents are formally informed that the academy has decided to provide SEND support and the academy will arrange to write a Student Profile to support the child.
25. The Student Profile provides the following information:
  - Student needs/presentation of need
  - Standardised scores /screening scores
  - Adaptive strategies/reasonable adjustments
  - Student views and aspirations
  - Current provision



- Subject specific adaptive strategies where appropriate
  - National group reading test strategy (secondary)
26. In line with the Continuum of Provision 'graduated approach', the academy uses the Student Profile to personalise the approach for support and intervention for those students who may not achieve expected progress. If students do not make adequate progress despite quality-first teaching, then students may be further assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

### **What is the graduated approach? How we assess and review progress**

27. To ensure **early identification of need and to support students with identified SEND**, the academy follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. The examples below are designed to illuminate the process but are not exhaustive in how the graduated approach may be used.

#### **Assess**

28. The teacher may notice that a student is not accessing the lesson or making progress as they might expect.
29. The teacher should observe and assess the student and should document their observation of distinct behaviour or responses to tasks or activities in the classroom. If the student has a Student Profile, the teacher should assess whether the adaptive strategies are supporting desired outcomes.
30. If the student has already been identified in a previous cycle of the graduated approach, the SENDCo, or other external professional, may assess a specific aspect of progress by observing or assessing the student.

#### **Plan**

31. If the student is not already on the SEND Register the teacher should consider the student's presentation of need and consider which adaptive strategies would be most effective in supporting the student.
32. If the student does have a Student Profile and is not making progress despite selected adaptive strategies, the teacher should consider the presentation of need and consider which adaptive strategies might be more appropriate, particularly in specific subject disciplines.
33. The teacher should be supported by the phase/subject leader and the SENDCo to support this process.
34. If appropriate, SENDCo may plan for a specific programme of intervention, for example with an external professional or using internal support staff.

#### **Do**

35. The teacher should trial the selected adaptive teaching strategies during a lesson or series of lessons and observe the outcome.
36. If the student has already been identified as having SEND, they may require a specific programme of intervention which will be carefully monitored for impact.

#### **Review**

37. The teacher should discuss the outcome of adaptive teaching strategies with the subject teacher or subject leader. The teacher and leader should decide together whether the

student may require further testing or investigation of their needs and, if so, refer to the SENDCo.

38. For students on the SEND Register, the teacher views and observations will feed into the Student Profile review process. Intervention or programme outcomes will also be taken into consideration as the Student Profile is reviewed and updated.

The SENDCo will review progress of any specific intervention programmes and feed the outcomes into the next graduated approach cycle.

## Involving parents in their child's education

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

39. Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The academy demonstrates this by:
- Always discussing any concerns, we have with the student's parents at the earliest point
  - Listening, and hearing, what parents say
  - Identifying any outcomes to be achieved with parents
  - Planning any interventions with parents
  - Meeting with parents to review their child's interventions and progress
  - Being honest, open, and transparent about what we can deliver
  - Making sure parents know who to contact if they have any concerns
40. Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at academy support stages and through statutory needs assessments. To ensure that we are responding appropriately we:
- Do not make assumptions based on a student's care status
  - Monitor the progress of all our children who are looked after termly
  - Have an up-to-date personal support plan which is easily understood by everyone involved
  - Ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher
  - Normalise life experience wherever possible
  - Ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

## **Consulting students with SEND and involving them in their education**

41. The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- All children and young people have the right to have their voice heard
- All children and young people should be involved in discussions about their learning, progress and how provision is made

42. The academy ensures all students are encouraged and supported to make their views known. Strategies we may use to support students to contribute their views include written comments, talking to a preferred adult, or mentor, drawing etc.

43. All students are also encouraged to monitor and assess their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with students.

44. All students on the SEND Register, including those with EHCPs are supported by a 'Student Profile'. This is a student support plan which identifies the areas of need and the provision, including adaptive teaching strategies that have been identified to support the student.

45. When writing a Student Profile, we discuss the contents of the plan with students and their parents and identify their achievements and areas for development from the work they have done in class or otherwise.

46. The Student Profile is reviewed termly with outcomes from the graduated approach feeding into the plan. The SENDCo will coordinate the review and quality assurance process with the support of the principal and the senior leadership team. Reviews will be distributed across the academy between teachers and leaders to ensure high quality discussion and outcomes.

47. Parents will be invited to participate in a minimum of two Student Profile reviews per academic year. We very much value parent/carer views and it is important that all parties work together to support the child to succeed.

48. Students who have education health and care plans will have two Student Profile reviews in addition to their statutory EHCP review which parents will also be invited to. Students are consulted through the statutory student advice paperwork in preparation for their EHCP annual reviews and are also present at the meetings (as appropriate, and in accordance with their wishes).

## **Preparing for transition**

49. Robust transition systems are important for students with SEND to ensure that appropriate provision and support is in place when students move between different phases of education.

50. We request specific information from the previous setting and all documentation about special educational needs included in a student's record is transferred between academies when a student moves setting.

51. In order to ensure a smooth transition to and from our academy we have the following in place:

52.

**Table 5: Transition Process and Support**

Transition Process and Support
A designated transition lead who specialises in transition from primary to secondary academy is in place
The inclusion team work closely with the Year 7 team to ensure that student information is disseminated appropriately across the academy
The SENDCo attends review meetings at the previous setting for the new intake of students who have an education, health and care plan
There is close liaison with the SENDCo, class teacher and other relevant staff from the student's primary setting to ensure that the individual student's needs are fully understood prior to them arriving in academy
The SENCo books meetings are with the parents of students with EHCPs, Provision Agreements and those at SEND Support level who may need enhanced support in order to ensure a smooth transition
Parents and students are invited to a variety of events taking place in the Summer term of Year 6 which introduce them to academy rules and routines and allows them to meet key staff.
Students are invited to Summer School which takes place in the last week of the summer holidays. This affords them to become better acquainted with the academy building, some staff and allows them to form new friendships prior to the start of the Autumn term.
Students participate in three days of transition activities in line with the St Helens transition offer.
Identified students are invited to attend an enhanced transition programme co ordinated by St Helens TESSA autism service. This is held at The Sutton Academy.

53. This rounded approach ensures students attend the first day of academy with confidence, knowledge of the academy site, and an awareness of the academy day. Students are also familiar with some of the teaching staff and the inclusion team.
54. All key stakeholders work together to support transition throughout the key stages. There is a strong relationship between the pastoral and inclusion processes to secure a comprehensive and holistic approach to support. Each year group at the academy has their own non teaching Head of Year who works alongside an Achievement Leader, teacher. There is also a Key Stage Three and Key Stage Four Head of Year, non teaching. These staff remain with their year group, where possible, to ensure consistency and transition through the academy, nurturing strong relationships with students and their families.
55. The academy has high aspirations for all students with SEND, and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all students to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.
56. Students with SEND also receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a student has an education, health and care plan, all reviews of that

plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

57. Where a student with SEND progresses to further education, the SENDCo liaises with the link tutor at local colleges, including the academies' sixth form staff to ensure a smooth transition.

## **Social and academic inclusion**

58. Every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every student accesses this. We will support all students to take part in all aspects of academy life.
59. We ensure that all our students, but particularly those with SEND, are fully included in enrichment activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.
60. The academy offers a range of activities that encourage and enable collaboration across the academy.
61. Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support students with SEND to take on whole academy responsibilities.
62. Nomination of students with SEND to the academy council ensures the council is representative of the population of the academy and provides the opportunity for SEND representatives to voice student concerns at the whole academy level.
63. The academy ethos supports inclusion in all areas of academy including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular student. Where staff are concerned about whether they can provide for a student's safety, or the safety of others on a trip, they seek further advice from the educational visits co-ordinator who liaises with parents, the academy nurse or student's GP.

## **Curriculum**

64. All children and young people with SEND are entitled to a broad and balanced curriculum.
65. The academy believes that every student can benefit from an ambitious, rich and deep, academic curriculum that is supplemented by vocational courses to provide a breadth of experience. Therefore, Level 2 qualifications (GCSEs) will be appropriate for all bar a very small number. For these small number of students with special educational needs, in conjunction with Local Authority, external professional recommendations and a person-centred process, the academy will design a bespoke route which will be tailored to the specific needs and interests of the students concerned in any specific cohort. A personalised pathway for these students would be likely to include entry level and pre-GCSE courses. The academy will, nevertheless, expect these students to participate fully in mainstream lessons.

## Teaching

Most students' learning needs are met through quality first teaching where class teachers use a range of evidence-informed adaptive teaching strategies. The table below demonstrates the overarching strategies that teachers at our academy apply flexibly depending on a student's need:

# Vision for implementation

## Knowledge Rich

Teachers identify the most important intended knowledge and prior knowledge required for a lesson and [sequence this knowledge in small steps\\*\\*\\*](#)



## Direct Instruction

Teachers expose students to new material using pre-planned [explanations that are clear and precise\\*\\*\\*](#). Teaching resources such as PowerPoint presentations are designed in a way to [minimise cognitive load\\*\\*\\*](#) utilising techniques such as [dual coding with diagrams](#).



## Effective Questioning

Teachers [check for understanding](#) regularly using [pre-planned questions](#) and 'think time'\*\*\* via [cold call](#) or through [think pair share](#) to ensure all students remain cognitively active.



## Retrieval Practice

Teachers clearly identify key curriculum knowledge which students need to commit to long term memory. Students [practice retrieving\\*\\*\\*](#) this knowledge through regular [low stakes quizzing](#), effective use of [knowledge organisers](#) or [multiple choice questions](#).



## Literacy

Teachers routinely expose students to and [deliberately develop vocabulary\\*\\*\\*](#). Teachers use challenging academic texts to [plan for reading](#) in all lessons.



66. Teachers personalise their teaching for students with SEND by using the Student Profile to inform their planning and delivery for individual students.
67. Teachers provide opportunities for students with SEND to experience success by:
  - Ensuring that support from learning support assistants and other professionals is planned and targeted and never used as a replacement for high-quality teaching
  - Adapting lessons while maintaining high expectations for all, so that all students have the opportunity to experience success
  - Making reasonable adjustments, and implementing structured academic or behavioural interventions that are well-matched to students' needs before seeking a diagnosis or specialist support
68. Teachers adapt their teaching to different student needs by:
  - Sharing effective approaches for scaffolding new content and removing scaffolds over time
  - Using different forms of assessment
  - Seeking advice when teaching children with special educational needs and disabilities, particularly the SENDCo
69. Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote students' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the student in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.
70. Additional adults work with children within the classroom as directed by the teacher. Withdrawal is rare and only agreed in exceptional circumstances, for example, where the requirement is well evidenced through Section F in an EHCP. Any arrangements for

withdrawal must be supported with appropriate documentation e.g., EHCP, EP assessment report and agreed by the SENDCo and Senior Leader responsible for the curriculum.

## **Training for teachers**

71. Teachers receive training via different routes including whole-Trust training and resources, whole academy training, coaching lesson visits, daily teacher practice clinics, as well as external training. CPD offer
72. We do not expect all teachers to be experts in every area of SEND but where there is a prevalence of need on the academy SEND register, we will provide targeted training in specific SEND needs and the strategies that support progress. We may also provide specific training for groups of teachers on one student's individual needs if their needs require it. Training may be delivered by appropriate providers including:
  - The academy SENDCo or senior team
  - Advisory teachers from the Local Authority or Educational Psychologist from the Local Authority
  - Speech and Language therapist
  - Private training provider
  - SEND briefings are delivered on a regular basis to meet needs identified by staff
73. A SEND Register is stored centrally as well as the student's support plan, known as the 'Student Profile'. This contains all relevant information to enable all teachers and support staff to support students appropriately.

## **Interventions**

74. Specific interventions to support specific barriers to learning may be scheduled within the academy day avoiding withdrawal from mainstream lessons. Interventions will be evidence informed and planned according to student needs. They will always be baselined and tracked. Broadly, intervention sessions aim to:
  - Emphasise key concepts and skills to support attainment across the curriculum
  - Clarify difficult concepts and misconceptions covered recently in specific subject areas
  - Pre-teach difficult concepts ahead of quality first provision
  - Instil self-confidence of learners and equip them with the skills to make progress in specific areas of need
75. Focused, robust, and timely intervention in English and mathematics for students with SEND, aim to enhance literacy and numeracy levels so that students can access all aspects of the curriculum as soon as possible.
76. Intervention programmes are not a static programme but respond to the needs of students in the academy. Current intervention programmes at our academy include:



**Table 7: Intervention Programmes**

<b>Intervention/Programme Focus</b>	<b>Programme</b>
Phonics and decoding	Lexonik Leap and Lexonik Advance
Language Comprehension	Reading Wise - Comprehension
Social, emotional and mental health	The Zones of Regulation, Drawing and Talking Therapy
Speech, Language and Communication	Talkabout for Teenagers, Language for Behaviour and Emotions

## **Adaptations to the Environment**

77. For those students with physical disabilities necessary adaptations are made to enable full access to the curriculum and learning environment. These may include:

- Use of lifts and ramp where required
- Changes to classroom layout and seating plans
- For children with sensory and OT needs we provide equipment such as writing slopes, pencil grips or fidget toys
- Specialist physio equipment
- Use of ancillary aids and assistive technology

## **Social and emotional development**

78. The social and emotional well-being of our students is paramount to us as a learning organisation. Though we treat all our students as individuals who at various times will have additional support needs, we recognise that those students who have SEND are more vulnerable.

79. Some students may require regular intervention or support that enables them to feel safe or to self-regulate. For example, this might involve a daily check-in with a key adult or a safe place.

## **The pastoral system**

80. The pastoral system aims to ensure effective pastoral support to all our students. A Senior Leader responsible for pastoral, inclusion and safeguarding matters ensures there is an integrated approach to dealing with the social and emotional development of all students within the academy.

81. The pastoral system incorporates year teams with members of the senior leadership team linked to heads of year, assistant heads of year and a team of form tutors.

82. Students are allocated to a form class led by a form tutor. The form tutor sees students daily and liaises with the head of year, assistant head of year, member of the senior leadership team and parents if there are any concerns or issues.

83. The member of the senior leadership team, head of year and assistant head of year oversee the pastoral arrangements and lead the year team.

84. Together, the year team has responsibility for the pastoral needs of all students in the year group. This responsibility includes behaviour management, attendance, the morning registration and assembly programme and mentoring support to vulnerable students.

## **Behaviour management**

85. The academy's student code of conduct and behaviour policy make clear our expectations for students and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The academy sets high expectations for behaviour. It encourages students to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.
86. For students with SEND there will be a personalised approach to behaviour management (in line with the Trust's Behaviour Policies) which makes reasonable adjustments to the general guidance set out above. Teachers and senior leaders within the academy must be aware of the content of the Student Profile for students whose special educational needs might be manifested in challenging behaviour.
87. The academy will always consider whether they have made the required reasonable adjustments prior to a behaviour incident under the Disability Discrimination Act 1995 and the Equality Act 2010 when considering the use of sanctions. The type and severity any sanctions should be clearly justifiable in the context of the student's individual circumstances. Following a behavioural incident, the content of the Student Profile should be reviewed to establish whether lessons can be learned which would prevent a similar occurrence in the future.

## **The curriculum**

88. Our curriculum is designed to foster thought, curiosity, and a desire for learning in all students, regardless of their backgrounds, strengths, and needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond. The curriculum aims to:
  - Mould students into good citizens, with a sense of responsibility for their actions
  - Encourage civic and social participation within their community
  - Promote the development of young female leaders
  - Give students a practical, successful understanding of their religious and social rights and responsibilities in society
  - Allow students to develop their individuality
  - Empower students with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles

## **Safeguarding**

89. The academy has clear policies and procedures to safeguard and promote the welfare of young people at the academy.
90. All staff, governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at the academy.
91. We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified designated senior person (designated safeguarding leader) within the academy provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.
92. As part of the academy's safeguarding measures, we also ensure our students are not exposed to inappropriate political or controversial messages. Through our pursuit to

develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

### **Prevention of bullying**

- 93. Ours is a 'no bullying' academy. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find academy a happy and peaceful place in which to learn.
- 94. We deal with students who exhibit bullying behaviour positively to demonstrate to them the harmful effects of their actions and how these go against the ethos and values of good human beings as well as against the academy's STAR values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.
- 95. Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.
- 96. More details can be found in the anti-bullying policy on the academy website.

### **Panel**

- 97. The academy's 'Panel' responds to increasing need for pastoral care and emotional support for learners. The Panel holds a risk register of the most vulnerable students who require sustained pastoral support and provides a comprehensive support package to meet these needs, drawing on external provision where required. To ensure the needs of students with SEND are fully understood, the academy SENDCo is a member of the Panel.

### **Inclusion team**

- 98. Staff within the access and inclusion team develop strong relationships with their students fostering a climate of openness, Trust, and support. The inclusion faculty provides students with SEND a safe place, where students can request support and spend time sharing their concerns.

## **Working with other professionals and practitioners**

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the academy to help inform the assessments. Where professionals are not already working with academy staff the SENCO should contact them if the parents agree.

Code of Practice 6.47

- 99. The academy is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our students. We ensure that we always seek the expert advice of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for students, families, and practitioners.

100. To do this, we:

- Listen to parents to ensure we know which services they use and are valued by them
- Ensure that we contact all practitioners working with our students to invite them to relevant meetings and reviews
- Use person centred approaches with all our students who have SEND to ensure that interventions are coordinated and so add extra value
- Value the contribution of all
- Engage with local authority services in a timely and professional way

101. The SENDCo and relevant staff meet regularly with external stakeholders including advisory teachers from the local authority inclusion team. External engagement includes:

**Table 8: External Engagement**

External Professional	Role/Actions
Local Authority SEND officer	To support with annual reviews
Hearing Impairment advisory teacher	Conduct checks on equipment Deliver training to teachers Signpost to additional support services
Visual Impairment advisory teacher	Training for teachers Mobility training for students Signpost to additional services
Local Authority Educational Psychologist	Specialist assessment of student and advising the SENDCo Training for teachers
Children's Social Care Team	Attending meetings and ensuring appropriate provision for Looked After Children
Physical disability team	Carrying out audit of the academy estate to advise on accessibility for individual students
Speech and Language therapist	Assessing students, advising on programmes of intervention

	Training for teachers Working with individual students
School nursing service	Supporting the school health services programme Advising on medical plans for individual students

## Examination access arrangements

102. To ensure equality of access for examinations, the SENDCo oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the Joint Council for Qualifications

## Funding

103. Funding to support the majority of SEND students is delegated to the academy's budget. It is the expectation that mainstream academies provide support to their students with SEND from their notional SEND budget. Where the academy is not able to meet the needs of a student from its budget, we will seek top-up funding from the local authority via an application for an EHCP.

104. Where a student is in receipt of additional funding allocated via an EHCP the academy will use its best endeavours to ensure it is spent effectively to meet the needs of the student and to deliver the outcomes as set out in the EHCP. If the funding attached to the EHCP is not adequate to meet needs, we would request that the Local Authority review and increase the funding.

105. Code of Practice guidance states that: Education, health and care plans are required by those students:

- Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers; and
- Who have a significantly greater difficulty in learning than the majority of others of the same age

106. Low attainment does not automatically indicate a need for an education, health and care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

107. Parents and the student will always be consulted prior to any application for an education, health and care plan assessment of needs

## Accountability

108. There is a chain of accountability by which the progress of students from all groups vulnerable to underachievement, including those with SEND, and all individual students whose progress is below expected levels, is maximised.

109. A link governor takes responsibility for reporting to the governing body on student progress with a specific focus on vulnerable groups, including those with SEND. This link governor ensures:

- The record of students with SEND, held centrally on the 'at risk' register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching students with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress
- The appropriateness and quality of SEND provision is regularly reviewed as part of the academy's self-evaluation system
- Funding allocated to the academy for the purposes of supporting students with SEND is used appropriately, efficiently and its impact will be judged according to student outcomes
- There is regular and effective consultation with the local authority and other academies about effectiveness of SEND provision
- The academy abides by the 'fair access protocol' with regard to admissions
- The SEND Information Report Policy and Guidance document is clearly available on the academy website

110. All members of the senior and middle leadership team are accountable for the progress of vulnerable groups of students in the academy.

## **Questions and complaints about SEND provision**

111. We encourage parents or prospective parents with specific questions to get in touch with our academy and we will endeavour to answer these.

112. We know that all parents want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should contact the SENDCo who will try to resolve the issue.

113. Any individuals wishing to raise a formal complaint relating to the support provided for students with special educational needs should follow the academy's complaints policy.