

Academy Policy

SEND Policy & Information Report

Academy level contribution:	All academies	
CEO approval:	Sean Kelly	Date: Sept 2022
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1. Introduction

- 1.1. Ambleside Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) This policy also complies with our funding agreement and articles of association.

3. Definition of SEND

- 1.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2. They have a learning difficulty or disability if they have:
 - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
 - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - c) Special educational provision is an 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.

4. Roles & responsibilities

4.1. The SENDCo

4.2. The SENDCo is Mrs Jackson.

4.3. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) 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.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

4.4. The SEND governor/trustee

4.5. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

4.5. The principal

4.6. The principal will:

- a) Work with the SENDCo and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.

- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.7. All staff

4.8. Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

5. SEND Information Report

5.1. Please see appendix 1.

6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

7. Contact details of support services for parents of pupils with SEND

7.1. Please click [here](#) for information about Nottingham City's local offer.

8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

9. Linked policies

- 1.1. Safeguarding & Child Protection Policy
- 1.2. Relationships & Positive Behaviour Policy
- 1.3. Concerns & Complaints Policy
- 1.4. Disciplinary Procedure Policy
- 1.5. Whistleblowing Policy

10. Appendices

10.1. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	Ambleside Academy is a mainstream school, which caters to a range of needs from the four broad areas of need (cognition and learning, sensory and physical, communication and interaction and social, emotional and mental health). The majority of children are able to access classrooms and work within the mainstream setting. A small minority of our population are educated in our enhanced provision which is for children with high-level needs. Who is educated here is decided on a case-by-case basis for children year 1 and upwards.
Which policies identify children and young people with SEND?	Children are considered to have SEND if they require support which is in addition to, or different to, that of their peers. This is always based on the four main areas of need (cognition and learning, sensory and physical, communication and interaction and social, emotional and mental health). At Ambleside, we use Routes to Inclusion to initially assess a child's needs. If SEN support is then required, the child is placed on the SEN register. This is something which is updated regularly using the waves of support.
How are their needs assessed?	Children's needs are assessed in a combination of ways. Children are regularly assessed in the classroom, and academic attainment is tracked using teacher assessment. In addition, we use Routes to Inclusion, which allows for children's needs to be assessed, and support to be put in place for them. Any needs are reviewed by the class teacher with the SENDCo.
Who is the school SENDCo?	Mrs Jackson Contact information: senco@ambleside.raleightrust.org 0115 9003610
How do you consult with parents of children with SEND and involve them in their child's education?	Parents of children with SEND are offered an annual SEN review for their child each term. This allows parents to discuss their views, and the support their child receives in school. Parents will also receive a Pupil on a Page for their child if they are on the SEN register. This outlines key details of their child and the targets which they will be working on in school. If any child is added to the SEN register, they receive a letter which informs them of this. If any child is removed from the SEN register, they are contacted, and this is discussed in further detail.
How do you consult with children and young people and ensure they are actively involved in their education?	Any child on the SEN register has a pupil on a page. This gives an overview of the individual pupil including things that they like, things that they find difficult, and things that help them. This is done in consultation with the children, so their voice is always heard throughout the process.

<p>How do you assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>Children's academic outcomes are assessed by the class teacher. This is monitored by the assistant principals and SENDCo. Children have targets on their Pupil on a Page, and these are reviewed regularly. If children achieve them, a new target is set based on their area of need.</p> <p>Pupils are involved in the target setting, and their voice is taken into consideration when writing them. Parents have the opportunity to attend SEN reviews 3 times a year (once a term) where they can meet with their child's class teacher and discuss how their child is progressing. They also receive a copy of the pupil on a page.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>Each year, staff take part in transition meetings to discuss all pupils in their class, including those with SEN. This allows staff to fully understand the needs of new pupils. All children take part in transition days where they meet their new class and teacher. Some children may require extra support, which is provided in a variety of ways, depending on what is best for the child. This may include additional visits to the new classroom, additional meetings with their new teacher, or transition books to prepare them.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>All children are taught based on the school's values to help prepare them for adulthood. Based on children's needs, some children may require additional support with social interactions, or self-confidence, and there are interventions run by a learning mentor which help with these areas.</p> <p>In addition, some pupils have a curriculum for life, which is taught alongside the main curriculum. This is tailored to their individual needs and focuses on the skills children may need once they leave school such as catching a bus, or going to the library.</p>
<p>What approach do you use when teaching children and young people with SEND?</p>	<p>Across the school, all children are taught using the review, teach, practise, apply approach. This allows for previous learning to be reviewed, children to see it through an adult modelling it, children to do it with support, and then children to do it independently. Children with SEN benefit from this approach, but will also require additional support. This may look like having additional adult support as part of a group in class, additional resources to support them, or extra opportunities for learning through interventions.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p> <ul style="list-style-type: none"> <i>The arrangements for the admission of disabled pupils</i> <i>The steps are taken to prevent disabled pupils from being treated less favourably than other pupils</i> <i>The facilities to help disabled pupils to access the school</i> 	<p>Children's needs are primarily met in the classroom through a variety of strategies. For example, this may be individualised reward charts, or resources to support dyslexic tendencies. If a pupil is admitted who has disabilities, meetings will be held with the family, and school beforehand to discuss the needs, and steps which need to be taken to support that pupil. To ensure that pupils are not treated less favourably, we promote a positive ethos in school. In addition, we celebrate all children and raise awareness of disabilities through national days which take place throughout the year. We have a disabled toilet, which children can access if they need to.</p> <p>For some pupils with SEND, it may be needed for them to have individual risk assessments to ensure that they, and those around them, are safe. This may be for day-to-day activities in school, or may be for something more specific. These take into account any</p>

	<p>risks that may present, and measures which can be taken to reduce them.</p> <p>There are extra-curricular activities within school which pupils can access, including those with SEND, including allotment education, counselling, and a behaviour therapist to support pupils with social and emotional difficulties.</p> <p>For further information, please see the academy's accessibility plan which can be found under the Policies and Statements page of our website.</p>
<p>Reference to the academy's accessibility plan, that it covers the:</p> <ul style="list-style-type: none"> • <i>Increasing the extent to which disabled pupils can participate in the curriculum</i> • <i>Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide</i> • <i>Improving the availability of accessible information to disabled pupils</i> 	<p>There are specific enrichments and offsite activities planned to support learning outside of the classroom. Pupil and parent voice is used to inform the development of outdoor equipment. Widgit symbols are used within the enhanced provision to improve signs and Makaton is also used to help children who are non-verbal communicate.</p> <p>Within school, there are staff who are trained to administer medication as needed, as well as those who are able to provide intimate care in addition to the wrap around carer. Children who have health needs have health care plans in school to support them. Those who require intimate care, have an intimate care plan.</p> <p>For further information, please see the academy's accessibility plan which can be found under the Policies and Statements page of our website.</p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>Staff receive regular training in school to help them support all pupils, including those with SEND, effectively. This included training from the SENDCo and outside agencies.</p> <p>Additional specialist expertise is coordinated by the SENDCo. Outside agencies can come into the school to work alongside staff and children, and offer strategies. This may happen if there are concerns around a child in a specific area to ensure the school is doing everything it can for them. Outside agency involvement may come from:</p> <ul style="list-style-type: none"> - The Behavior Support Team - The Learning Support Team - Educational Psychologists - Speech and Language - The Autism Team <p>Staff are trained for specialist medical equipment, such as the use of an EpiPen, or specific training for pupils with individualised needs (severe asthma, feeding tubes etc.)</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The pupil on a Page is reviewed at least once a term concerning how effective their targets and strategies have been. Provision for pupils is also reviewed between the class teacher and SENDCo. Parents will have termly reviews to discuss provision, and what is working well and what is not. We follow the assess, plan, do, review cycle of the</p>

	<p>graduated approach to ensure that all children with SEND receive the most effective provision.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>Children with SEND are offered support which is in addition to, or different to, that of their peers which enables them to engage in all aspects of the curriculum. This may involve additional support or specific strategies for that child. For children who work in the enhanced provision, activities are adapted to meet their needs allowing them to still take part. Off-site visits are planned for all children to allow them to have new experiences.</p>
<p>How do you support the well-being of children and young people?</p>	<p>Children are supported in a variety of ways. We have weekly PSHE lessons using the Jigsaw scheme, and “Groans and Grumbles” boxes in all classrooms to allow children to share anything that is worrying them. We also have a well-being team, which is discussed through assemblies and displayed in school. This consists of learning mentors, a behaviour therapist, a school counsellor and a gardener.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?</p>	<p>Meetings are convened in regard to specific pupils or to seek support for strategic development, for example, the enhanced provision.</p>

10.2 Graduated Approach

