



# **SEND Policy**

## **Introduction**

In light of experience and best practice, the effectiveness of this policy will be monitored and reviewed annually. This mechanism recognises that changes in legislation may prompt a review of the policy before the timescale stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

### **Executive Support Officer**

Telephone: 01207 507001  
Email: [dpo@ncdat.org.uk](mailto:dpo@ncdat.org.uk)

## **Footnote**

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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# 1. Rationale & Aim

## Rationale:

All students are entitled to a quality of provision which will enable them to achieve their potential and improve their well-being.

To work within the guidance based on the statutory Special Educational Needs and Disability (SEND) Code of Practice January, 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report;

## Aims:

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

# 2. Objectives

To identify students as early as possible students who have special educational needs and provide the necessary support which is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. This is provided through a graduated approach.

To ensure every teacher is a teacher of every child, including those with SEND. This is through quality first teaching, differentiated planning and continuous monitoring.

We believe in raising the aspirations and expectations of all children with a special educational need or disability.

We focus on the outcomes for each child to overcome the barriers to learning. We believe that all children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

To involve parents and students in the decisions made about their educational provision.

### **3. Strategies**

To ensure progress against the objectives outlined in the SEN Policy there is a SEND Policy into Practice document that details the procedures for implementation. This document can be requested directly from the Academy. Our procedures are reviewed annually and adjusted regularly to reflect current practice and new legislation and guidance.

### **4. Roles and Responsibilities**

**The Company Secretary will ensure:**

all policies are kept up to date.

### **The Principal will:**

monitor and evaluate the policy.

### **The SENCO will:**

- Ensure accountability for the effective expenditure of the delegated school SEN budget and other resources to meet students' needs effectively;
- Work with SEND Governor to determine the strategic development of the SEND Policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Line manage all SEND related personnel, policies and practice:
- Lead the Enhanced Mainstream Provision (EMP) (NDA only);
- Provide professional guidance to colleagues, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality Wave 1 teaching;
- Be the point of contact for external agencies;
- Co-ordinate transition for SEN students at all Key Stages;
- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all students with SEND up to date.

### **The SEND Governor will:**

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the SENCO to determine the strategic development of the SEND Policy and provision in the Academy.

### **Class teachers are responsible for:**

- Providing quality first teaching;

- The progress and development of every student in their class;
- Working closely with any Curriculum Support Workers (CSWs) 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 review each student's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND Policy and Policy into Practice.

## 5. Standards by which the success of this policy can be evaluated

Students with special educational needs are identified and staff are aware of their needs and how they can best support them. Students with special educational needs make good progress.

## 6. History of Policy Reviews

<b>Implementation Date</b>	<b>1 September 2020</b>
<b>1<sup>st</sup> Review Date</b>	1 August 2021
<b>2<sup>nd</sup> Review Date</b>	
<b>3<sup>rd</sup> Review Date</b>	

## 7. Associated Documentation

This Policy and its accompanying Policy into Practice are underpinned and shaped by the relevant legislation and guidance including:

- Accessibility Plan;
- Behaviour and Rewards Policy;
- Equality information and objectives;
- Supporting students with medical conditions.