



# **CORE**

## **EDUCATION TRUST**

### **Special Educational Needs (SEND) policy**

### **ROCKWOOD ACADEMY**

**This policy was approved by Trustees on October 2022.**

**Tom Gibbons - Chair of Trustees**

**Adopted on OCTOBER 2022.**

<b>Headteacher:</b>	<b>Greg Williams</b>
<b>SEND Link Governor:</b>	<b>TBC</b>
<b>SEND Link Trustee:</b>	<b>TBC</b>
<b>SENCO</b>	<b>David Cooke – Acting Headteacher</b>

**This policy will be reviewed annually on or before 13<sup>th</sup> July 2022**

## **1 Aims**

- 1.1 All academies within the Trust share our core values of collaboration, opportunity, respect and excellence. We believe in the power of education to inspire, to enable, and to enrich every life. Our cornerstone values drive every aspect of our commitment to the staff, pupils and families we serve. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- 1.2 Each academy within CORE Education Trust shall ensure that:
- the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
  - it works in partnership with parents and appropriate external agencies to support pupils with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes;
  - it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEND record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
  - children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

## **2 Definitions**

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age; or
  - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

### **3 Roles & Responsibilities**

3.1 The implementation of this policy will be monitored by the academy's local governing body and the Trust Executive team and remain under constant review by the Headteacher and the SENCO. The Board of Trustees will appoint a SEND link Trustee who has oversight of SEND provision across the Trust.

- Each academy will appoint a governor with responsibility for SEND. The SEND Link Governor will raise SEND issues at local governing body meetings; monitor the quality and effectiveness of SEND provision within the academy and work with designated senior leaders to develop the SEND policy and provision.
- The Headteacher will work with the SENCO and SEND Link Governor to develop the SEND policy and provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
- The SENCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil with SEND.

3.2 The academy will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEND pupils will be able to discuss the needs of their child with their child's tutor, Year Group Co-ordinator /Head of Year or the SENCO.

### **4 Identification & Assessment of SEN**

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the academy and this will be used by the SENCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years setting, in the summer term, before pupils start at the academy. If necessary a strategy sheet will be drawn up for each pupil with SEN.

4.3 On entry all to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENCO and Subject Leaders to identify any potential areas of need. Pupils may then be added to the SEN Record in line with the Code of Practice guidance for SEN.

4.4 The assessments taken by pupils upon entry include; Cognitive Ability Tests (CATs), Reading, Spelling tests, NGRT and progress tests in English, Maths and Science)

4.5 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Subject Leaders. If a pupil has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by the normal

differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.

- 4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A strategy sheet will be drawn up by the SEND team with copies shared with all staff concerned with the pupil's progress.
- 4.7 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the pupil, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' permission and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the pupils' academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching pupils on the SEND register will be made aware of the individual needs. Heads of subject and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's Continuing Professional Development (CPD) Programme.
- 4.12 Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and TAs to ensure the "assess, plan, do, review" cycle is appropriately implemented to support any pupil with SEND.

## **5 Reviewing**

- 5.1 All pupils regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support those pupils that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Provision Plans/ Individual Education Plans (IEPs) or Pupil Learning one page Profiles and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist.
- 5.2 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

- 5.3 If, as a result of appropriate progress, a pupil is removed from the SEND register, the pupil will continue to be monitored through the academy's structured reporting programme by the Subject Leaders and class teachers.

## **6 Policy Links**

This policy should be read in conjunction with:

- SEND Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan
- DfE [SEND](#) Code of Practice: 0 to 25 years