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SEND POLICY

Document Control

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The following policy includes details of the SEND Information Report which is available of the school's website.

Aims and Philosophy

Our SEND policy aims to

- Provide every pupil including those pupils with special educational needs and disabilities (SEND) with access to a broad and balanced education of high quality. This is in line with the SEN Code of Practice.
- Promote independence, equality and consideration and respect for others.
- Ensure that we celebrate a wide range of success.
- Support all pupils by offering multiple pathways for progression.
- Create an 'open-door' ethos for parents/carers.
- To ensure that all pupils have an opportunity to succeed into further education.
- Ensure all are aware of their roles and responsibilities in supporting the education of our pupils

In summary all members of staff, in conjunction with the authorities, (EPT/Governing Body and Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Legislation and Guidance

The SEND policy complies with the statutory requirement laid out by the SEN Code of Practice 0 – 25 (2015) and supports Coal Clough Academy's SEND Report and Local Offer which can be found on the school's website. The policy has also been written with reference to the following guidance and legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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

Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have:

- A difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.
- Significant difficulties in learning in comparison with the majority of children of the same age.
- A disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Structural Arrangements

The SEND Team:

- Holly Clarke - Head Teacher
- Richard Burbery – SEND Lead (SENCO)
- Donna Halleron - Specialist Teacher
- Lisa Hill - HLTA - Therapeutic Intervention Lead
- Demi Hartley - HLTA - Assistant SEND

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Head teacher, the Governors have a responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school improvement plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website

The Head Teacher

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

The SEND Lead / SENCO

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Head teacher for the management of SEND provision and the day -to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through CPD.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Student Provision Plans and Personal Learning Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the Curriculum Support Policy.
- Recruiting and deploying the School's SEND support team.
- Being responsible and accountable for the whole school SEND resources and sharing with the Head teacher and School Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder education providers and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Head teacher forwards to the Governors.

Subject Leaders:

- Departmental Practice to include the use of personal learning plans Provision Plans and additional documentation such as EP Recommendations to support planning according to the school's SEND Policy.
- Ensuring appropriate curriculum provision and delivery for SEND students clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEND issues through a representative, Teaching Assistant or Faculty Champion.

Other Staff (including SLT, Lead Practitioners, Pastoral leaders):

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND team
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring of personal learning plans/provision plans and additional documentation such as EP Recommendations are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SEND team

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets through Record Sheets.
- Assist with drawing up individual plans for students and supporting Personal Learning Plan and Provision Plan development, as required.
- Contribute to the review process of Provision Plans for students accessing SEN support
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work with individual students or small groups in The LINK under the direction of the SEND Lead
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate and relevant.
- We are all champions of SEND! - Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental/Faculty/Academy meetings.
- Keep departmental documentation up to date.
- Attend meetings and specifically, SEND/Academy Meetings as required.

The kinds of SEND that are catered for.

At Coal Clough Academy we provide additional/or different provision for a range of needs as outlined by the SEND Code of Practice (2015), including:

- Communication and interaction e.g. autistic spectrum conditions, speech and language difficulties
- Cognition and learning e.g. dyslexia, dyspraxia, moderate/severe learning difficulties
- Social, emotional and mental health difficulties e.g. attention deficit hyperactivity disorder (ADHD), anxiety, depression
- Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties

Identifying Students who may need Special Educational Needs Provision

We liaise closely with the students' previous school and our referring schools to find out as much background information as we can about the student, their individual needs and any issues, academic or personal, that they may experience. Contact with referring school is made regularly throughout the year and through the means of a Communication Panel, run by the Pastoral and SEND team held each half term.

To help with this initial process a variety of screening procedures are used. Curriculum Leaders and the Admissions Team have copies of assessment scores, which are then disseminated to teaching staff before transfer via the Pupil Passport and supporting documentation/reports.

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken and Link or Th. Inc Room Referral form completed

The SENCO may then ask for additional diagnostic assessment to be undertaken from other professionals.

The SEND team is responsible for coordinating support for students with SEND to ensure that all have access to an appropriate curriculum. In addition, our therapeutic provision within the Therapeutic Intervention (Th. Inc.) Room will undertake a Strengths and Difficulties Questionnaire which will help support the identification of needs.

In summary Special Educational Needs Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made. * Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

We know when students need help if

- During induction/ baseline assessments an area in the students' knowledge is identified highlighting potential strengths and discrepancies in the pupils' learning.
- Concerns are raised by subject staff, parent or pupil
- Limited or no progress is being made despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment. - Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Referrals by Parents or Carers

At Coal Clough Academy we are fully committed to working in partnership with parents and carers to ensure that we meet the needs of all our learners.

A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon.

Assessment and Provision

A Graduated Response is adopted for students and four part cycle of assess, plan, do, review is implemented across the school.

Assess

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

Plan

If we decide that a student needs SEND support, parents and carers will be notified and the pupil will be placed on the SEND Register. Their Personal Learning Plan will be modified (targets/possible interventions). Additional interventions will be identified, recorded and implemented where it is deemed appropriate. The SEND Department is currently planning a more personalised plan for each pupil following discussions with them about this process, which will outline their strengths, difficulties and what may help them which is similar in framework to the Pupil Passport and One Page Profile which is completed at the Induction Process.

Do

High quality teaching will take place in classroom taking account of the needs of all learners. Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy targeted sessions are commissioned through The LINK.
- 1:1 and small group sessions focusing on SEMH and sensory needs are delivered in The LINK
- 1:1 Therapeutic Interventions are delivered in the Th Inc Room
- Appropriate teaching groups / sets.
- 1:1 and group support on a regular basis.

At this SEN Support level, the school may seek advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials, suggested recommendations and support the development of Provision Plan with the SEND Team.
- Provide short-term support or training for staff.

Review

We will regularly review the effectiveness of the support and interventions and provision. Provision Plans and Personal Learning Plans of students accessing SEN support are revised termly and new strategies/interventions are put in place following the involvement of student and parents.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment /Education Health Care Plans.

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory/integrated assessment. This may lead to the student being provided with an Educational Health Care Plan.

The SEND team is responsible for providing support and monitoring this for students with an EHCP focusing on the outcomes of the EHCP. The process of target setting, monitoring and reviewing remains the same as at SEND Support and Teaching Assistants are fully involved.

Supporting Students moving between phases and preparing for adulthood

Before a pupil joins our school both parents and pupils are invited for an informal tour of the building and to discuss any concerns that you may have. This is a good opportunity to meet staff and pupils and discuss subjects, timetables and any issues arising, such as any support the young person has received or may need while at school.

When pupils move on to a reintegration school/ further education a holistic and multi-agency approach is employed to ensure that the best decisions are made for the young person and their plans for the future, incorporating parental input.

We have close contacts with colleges and post 16 providers within the local area and our careers advisor works closely with all pupils to ensure they are fully supported through the application and transition process. We encourage and support our pupils to visit colleges to find out what is available and also support them through the interview process.

If the pupil is KS3 and on a short term stay at the school, additional meetings may take place and further discussions with the feeder schools will allow the transition to mainstream/ special school feel smooth. The pastoral team will work closely with the pupil and family when it comes to a time when provision changes over.

Our approach to teaching students with SEND

Teaching students with SEND is a whole school response with quality first teaching within the classroom being the first approach. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Coal Clough Academy learn and progress through these differentiated arrangements.

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual Academy's to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Faculty.

Provision is achieved by:

- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

Delivering an appropriate curriculum, taking into account:

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

Providing learning support through:

- Curriculum development
- Support teaching
- Bespoke training
- CPD.

Using outside agencies where necessary and appropriate.

Monitoring individual progress and making revisions where necessary.

Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.

Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

Teaching Assistants and teachers collaborate effectively.

SEND Specialisms and Additional Support for Learning

The school:

- Has a SEND Lead (SENCO) Richard Burbery, who holds the National Award for Special Educational Needs Coordination qualification as does Holly Clarke, the Headteacher.
- Has specific provision within The LINK (SEND Room) for the vulnerable students at transition. (Further detailed information available from the SENCO as required).
- Has specific therapeutic interventions within the Therapeutic Inclusion Room (Th. Inc.) by our highly trained Therapeutic Lead, Lisa Hill, who is a Higher Level Teaching Assistant (HLTA) (Further details are available from the Therapeutic Lead)
- Has Specialist Teacher, Donna Halleron, who working towards her higher level qualifications who provides intensive support for students with cognition and learning needs
- Has an additional highly trained HLTA, Demi Hartley, who provides intensive support on all areas of need and co-ordinates Exam Access Arrangements for students who may need additional support through a reader, extra time or more during assessments and exams.
- Has two TA3s about to start ELSA training in the academic year 2021-2022.

Our remaining Teaching Assistants (Levels 2 – HLTA) provide further support and interventions to individual students and groups as well as support within the classroom

Support for Improving emotional and social development

At Coal Clough Academy we provide high levels of support for students with SEMH needs:

- The SEND and Pastoral Teams work collaboratively to ensure appropriate support is put in place.
- We currently have 7 trained DSLs who can provide additional support at times of need
- We have 5 members of staff MHFA trained who provide support to pupils both in and outside the classroom.
- We have one member of staff who is Suicide Prevention Trained and she and another colleague have been signposted to a free 12 week Level 2 Self-harm and Suicide Awareness & Prevention

During social times some of our students access The Link or supervised quiet rooms, which offer a warm, calm space for pupils to enjoy their break and lunch. Pupils are able to play games, read books and talk to members of staff. There are activities taking place in the canteen, hall and sports hall for pupils to get involved in also.

We have a number of interventions to support SEMH within school including anger management, anxiety management, raising self-esteem and mentoring. We can also refer pupils directly to our ELCAS Link Worker

External Support

Coal Clough works in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Coal Clough include (this is not an

exhaustive list):

- The Educational Psychologist from Waite Psychology Ltd
- ELCAS Link Worker
- LA SEND Officer
- LA Specialist Teacher service
- SEND Information, Advice and Support Service (Parent Partnership)
- The School Nurse
- The Attendance Officer
- Young Addaction
- Child and Family Wellbeing Service

Provision of Curriculum Support

The SEND team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Supporting the planning of appropriate programmes of work.
- Supporting in the Preparation of relevant and differentiated materials.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Coal Clough Academy's inclusive ethos.

d) In-Service Training

- The SENCO provides CPD for NQT's and other new staff at the school on Code of Practice procedures at Coal Clough Academy.
- Whole-school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Inclusion and enabling students with SEND to engage in activities

Within Coal Clough Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placement and Academy arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social, cultural and extra curricular activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice; -the family and community should work together.

Our Accessibility Plan is also available which outlines accessibility for students with physical disabilities and is reviewed with our Health and Safety Team.

Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by Academy's and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Partnership

In school

- The SENCO liaises closely with our individual feeder schools, Curriculum Leaders, Pastoral Leaders, and works closely with SLT. Information and concerns are always discussed with the appropriate staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

Coal Clough Academy actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.

- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Consultation days where their child's progress is discussed with subject teachers, intervention staff and the SEND Team.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

Students

Coal Clough Academy acknowledges the student's role as a partner in his / her own education. Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets. Student views are recorded as part of the Review process and their views are valued and listened to.

Between Schools

The SENCO liaises with other SENCOs:

- Attending SEND Cluster meetings between the schools within the Educational Partnership Trust
- At SEND Local Area Partnership Meetings From local secondary schools to discuss local and national SEND issues.
- On the transfer of a student with SEND.

Evaluating the effectiveness of SEND provision

Coal Clough Academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half-termly or termly, depending on the intervention put in place
- Using pupil questionnaires
- Using parental questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND / vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements as are SEND/Transition Plans with parent/student agreement.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings. Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results. - Evidence of planning and targeted expenditure for SEND by the school.

In association with the Head teacher, the Faculty produces an annual report which is included in the Governor's annual report to parents and carers.

Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Conduct Policy / Behaviour Policy
- Equality Policy
- Children with Health Needs Policy
- Safeguarding Policy