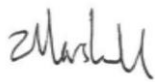


PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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Signature of Chair of Local Governing Body:  Ian Marshall	

1) Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities (SEND)

This policy has been developed in compliance with the following statutory legislation:

- (a) Disability Discrimination Act (1995)
- (b) Special Educational Needs and Disability Act (2001)
- (c) The Equality Act (2010)
- (d) Pupils and Families Act (2014)
- (e) Special Needs and Disability Regulations (2014)
- (f) Special Educational Needs and Disability Code of Practice (2015)

1.1 Definitions

Pupils may be said to have a Special Educational Need or Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. A pupil has a learning difficulty if he/she:

- Has a SEND need which either prevents or hinders him/her from accessing use of educational facilities available in school.

Pupils with a disability have special educational needs if they have any difficulty accessing education or the education environment and if they need any special educational provision to be made for them.

1.2 Statement of Intent

Lord Derby Academy is a place where we give all our pupils the opportunity to have the best start in life, where we believe in supporting every family to allow them to thrive and where all our young people aim high and achieve their potential. Allowing them to succeed academically, socially and personally and supporting them in their future transition to adulthood.

1.3 General Principles behind the SEND Policy

We firmly believe that every teacher is a teacher of every pupil or young person including those with Special Educational Needs and Disability.

Every pupil in the school has an entitlement to develop personally, socially and intellectually. Those pupils with Special Educational Needs and/or Disabilities should have access to high quality and appropriate education.

1.4 The Objectives of our SEND Policy

- Provide a comprehensive package of support on an individual basis for each pupil who has a diagnosis of a special educational need or has been identified as needing support that is additional to and different from other pupils within the classroom.
- Ensure that pupils with SEND needs have an equal opportunity of education and that it is accessible to their individual needs, thus providing a personalised learning journey where needed.
- Allocate appropriate resources to ensure that learners make the best possible academic progress and personal development.

- Co-produce support packages, ensuring that all pupils, parents and external partners are fully involved in decisions and reviews, which affect a pupil's progress and attainments, making communication effective.
- Raise the aspirations and expectations for all pupils with Special Educational Needs and/ or disabilities.
- Provide a clear outline of the graduated approach to support all pupils who may experience difficulty and require support within the classroom and school as a whole.
- Ensure that pupils, regardless of their individual or personalised need, have the opportunity to fully participate in the experience of school life and successfully prepare them for the transition to adulthood.

The success of the school's SEND policy will be judged against the objectives set out above.

2) Evaluating the Success of the SEND policy

The SENCO will report termly to the Governing Body on the success of the policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Support Staff
- Parents/carers
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Pupil Support Plan targets
- Use of standardised tests
- Evidence generated from SEND reviews
- Evidence of "Narrowing the Gap" in performance between SEND and Non-SEND pupils
- Service for Improved Schools Result Analysis (SISRA)

2.1 Graduated Response

When there is a concern of a young person having special educational needs, the school will provide graduated assessments and interventions to support the individual pupil's needs. The school will initially make use of classrooms and school personnel and resources before bringing in specialist expertise.

If a pupil is known to have special educational needs when they arrive at the school, the Deputy Headteacher, Director of Key Stage 3, SENDCO, literacy and numeracy coordinators, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the pupil within the classroom setting.
- Ensure that ongoing monitoring and assessment provides feedback about pupils' achievements to inform future planning of the pupils' learning.



- Involve the pupils in planning and agreeing targets to meet their needs.
- Involve parents/carers to co-produce a joint learning approach at home and in school.

2.2 Identification of pupils with SEND

Lord Derby Academy's identification strategies include:

- Teacher assessment
- Observation and monitoring
- Discussions between subject staff, SEND staff or external professionals
- Discussions with parents/carers
- Discussions with the pupil
- Results of standardised and baseline tests
- Needs based testing and analysis

When in school the following procedures will be followed:

- If SEND concerns are identified in school, parents/carers are informed by the SENDCO and Head of Year.
- Information is gathered about pupils' needs. This may include learning difficulties or social, emotional and mental health difficulties, pupil strengths and areas of development, and any possible health or medical issues. This information is then used by the SENDCO / Head of Year/ subject teacher to target areas of need and devise strategies to help.
- When a SEND concern is identified, school will continue to assess to determine the SEND need and establish the right programme of support.
- Diagnosis and assessment results will be shared with parents/carers and the pupil.

2.3 Triggers

A pupil may be identified for the following reasons:

- Academic progress gives cause for concern.
- If they have a learning need which cannot be met within the usual resources of the class teacher.
- If a pupil presents persistent emotional, behavioural or social difficulties.
- If they present with persistent sensory or physical problems that become a barrier to their learning.
- If they have language, communication or interaction difficulties that become a barrier to their learning.
- If they experience difficulty in accessing the curriculum or educational facilities.

2.4 Pupil Support Plans

Strategies employed to enable a pupil to progress will be recorded within a Pupil Support Plan. This may include information about:

- The short-term targets co-produced by the pupil, parent and school.
- The teaching strategies and resources to be used to meet the needs of the pupil.

2.5 Transition from Primary to Secondary School

The school follows guidelines for the transfer of record systems and information between primary and secondary schools. The transition team will contact teachers of Year 6 pupils in primary schools to identify pupils who will need extra support. This will be done in conjunction with the transition programme for primary schools.

The SENDCO or a representative may attend Year 6 reviews of pupils with an Educational Health Care Plan if necessary, as well as arrange transition visits for SEND Year 6 pupils.

There will be liaison meetings with the Head of Year, Transition Team, School Nurse, SENDCO and when possible, the Educational Psychologist and Attendance Officer to discuss the new intake during the summer term prior to entry.

The following procedures to screen and assess Year 7 pupils will be followed:

- Gathering of pupil and parent voice
- Consideration of Key Stage 2 assessments
- Reading level assessed using Online Assessment Test
- Numeracy level using assessment
- Diagnostic testing will be carried out as required
- Classroom observation to assess ability to access the work.
- Consultation with subject teachers, form tutors and Head of Year to inform and share information when there is a concern

2.6 Key Principles of Curriculum Access

Teachers will plan their lessons using differentiation of materials, tasks and outcomes so that all pupils have access to an appropriate, broad and balanced curriculum and to extra-curricular activities.

All subject teachers have a responsibility to see that the SEND policy is put into practice. It is initially the role of the class teacher with specialist knowledge of their subject and of the pupils to identify pupils with a special educational need if they do not make adequate progress, in spite of the teacher's interventions, differentiation and good teaching. Teachers are responsible and accountable for the progress and development of the pupils in class, including where pupils access support from teaching assistants, specialist staff and/or SENDCO. It is the high-quality teaching, differentiated for individual pupils, that is the first step in responding to pupils who have, or may have, a special educational need or a disability.

Teachers' responsibilities include:

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning
- Planning and delivering appropriate programmes of work with feedback from the pupil.
- Identifying pupils who do not make the expected progress and responding to this.

The school plans and timetables are in place to carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils. Should the pupil not make expected progress, key stakeholders such as the teacher/middle leaders and SENDCO will consider all the information gathered including early assessment tools, high quality formative assessment from within the school, alongside national data and expectations

of progress. For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as the school's Educational Psychologist and Outreach providers. During this assessment process, the school will draw up a profile of the pupil's strengths and needs. The school follows the Graduated Approach to supporting pupils with a special educational need or disability. In line with the new SEND Code of Practice (2015), the school will apply the 'Assess, Plan, Do and Review cycle'.

Assess – Evidence of data and assessment carried out by class teachers and other professionals, pupil and parent voice are gathered. It is at this stage that the learner's needs are identified.

Plan – During the planning the key stakeholders including parents and pupils will be involved and agree actions that will lead to successful outcomes.

Do – Stakeholders involved will carry out the agreed actions within a timely and effective manner to endeavour to ensure pupils meet expected outcomes.

Review – It is during this process that pupil outcomes against targets will be measured. Pupil and parent voice are gathered as part of the review process. It will also determine whether the level of intervention has been effective and if any adjustments need to be made.

2.7 External Stakeholders

A wide range of external agencies provide support and guidance to help the school meet the needs of pupils with SEND. The involvement of external professionals such as special needs advisory teachers, educational psychologists etc. is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents.

The school will follow the processes outlined below to ensure that this is carried out in a fair and holistic way:

- Initial meeting with parent who may have a concern or a member of staff who has a concern about a pupil.
- Initial observation by the SENDCO of the pupil in specific lessons or environments.
- Recommendations of support put into place by the SENDCO (Assess, Plan, Do, Review).
- Initial support package reviewed by the SENDCO and teaching staff.
- Meet with parent/carer to review recommendations and support package.
- If needed, a referral will be made into the relevant external agency with the support of information from the parent/carer, SENDCO and teaching staff.
- If needed, an Educational Psychologist appointment can be commissioned by the school through the appropriate channels with the support of the parents/carers.

Those services will need to access the pupil's records (in accordance with the Data Protection Act 1998) in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the pupil directly. The resulting Pupil Support Plan for the pupil will set out new strategies for supporting the pupil's progress.

These strategies will be implemented, at least in part, in the classroom setting. Delivery of the content of the Pupil Support Plan will remain the responsibility of subject teachers and wider staff.

If the SENDCO and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other external professionals, then the pupil's and their parents'/carers' consents will be sought.

A range of external specialist services are available to help and advise the school. The work of these agencies will usually be co-ordinated by the SENDCO.

Further advice about Special Educational Needs, parents'/carers' rights and responsibilities and the roles of professionals are available from the Knowsley SENDIASS (Information, Advice and Support Service). This is a statutory service which provides free confidential, impartial advice and support. Support to parents may include:

- Giving help and advice on individual circumstances.
- Interpreting and discussing information.
- Acting as a link to other agencies.
- Participating in reviews and meetings to assist parents/carers.
- Helping parents/carers in presenting their own opinions and wishes.
- Providing a direct link with the Local Authority.

Further information is available at <https://www.knowsleyinfo.co.uk/content/sendias>

3 School Request for Statutory Assessment

For a minority of pupils, the help given by schools may not be sufficient to enable the pupil to make adequate progress or to access their education fully. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- Views of the parents/carers and of the pupil.
- The school's intervention strategies already actioned.
- Pupil Support Plans detailing strategies for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health, including the pupil's medical history where relevant.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

3.1 An Education Health and Care Plan

Where a pupil requires additional support that goes beyond what a school can typically deliver from their own budgets or staffing, then they may need an Education Health and Care Plan (EHCP). School, working alongside the Local Authority, parents/carers, and, as appropriate, other agencies, will determine whether an EHCP is necessary. This is done following a statutory assessment of the pupil's needs. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the pupil's school, from a parent/carer or a referral by another agency.

An EHCP is a legally-binding document outlining a young person's special educational, health, and social care needs. The document has to list all of the pupil's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable, ultimately through Judicial Review.

If successful, an Education Health and Care Plan will be put in place.

An Education Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil's special educational needs and/or disability
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the pupil
- Include information on non-educational provision

All pupils with Education Health and Care Plans will have short-term targets set for them that have been established after consultation with parents/carers, pupil and include targets identified in the statement of educational need. The delivery of the interventions will be recorded in the EHC Plan paperwork and continue to be the responsibility of the class teacher.

4 Provision for Pupils with Special Educational Needs

The aim is for all pupils to be included in all school activities. Where a physical or learning disability hinders inclusion in any activity, advice from appropriate professionals will be sought. Special equipment or support may be provided to enable access to the activity for the pupil. Parent/carer views should be sought to determine any known successful/unsuccessful strategies.

4.1 Transition Class

This class is for pupils who would benefit from having extra support in making a successful transition to secondary school. Intensive and bespoke teaching will be provided by Transition Class staff with a particular focus on targeting literacy and numeracy skills.

4.2 In-class Support

As far as possible, learning support should be provided within the classroom. Pupils who have Education Health and Care Plans may receive in-class support to help them access the curriculum. This is usually delivered by a designated Teaching Assistant. Other individuals or groups of pupils without an EHCP may also receive in-class support. Teaching Assistants may work in a variety of ways to provide support to a wider number of pupils with special needs.

4.3 Withdrawal Support

Pupils may have the opportunity to have an alternative classroom setting with smaller groups or one to one support from the Inclusion team. Pupils may be withdrawn from lessons so they can receive targeted small group or one to one support from staff within the Inclusion Team.

This might include:

- Personalised Learning and Development Intervention –
 - For pupils experiencing difficulties with specific social, emotional and mental health issues they may be experiencing.
 - Small group teaching for pupils who are at an early stage in acquiring reading or numeracy skills.
 - Improving basic skills such as handwriting and personal care.
 - Personalised Learning Environment, which includes a well-being programme for pupils needing more specific support.

4.4 Strategies/provision for supporting pupils with SEND include:

- Effective differentiation of the curriculum.
- Personalised teaching and learning strategies e.g. greater emphasis on the pupil's preferred learning style.
- Provision of special equipment or resources.
- Pupil interviews from Year 9 onwards with a Personal Advisor (PA) from the Careers Service. The PA is invited to attend Annual Reviews for Year 9, 10, and 11 pupils with a special educational need and/or disability. Priority for early interviews is reserved for those with Education Health and Care Plans.
- Access to ICT and special adaptations as appropriate.
- Application to exam boards for access arrangements.
- Differentiated examination papers for pupils of different abilities in some subjects.

5 Monitoring Pupil Progress

The progress of pupils with SEND is monitored as follows:

- Through the half-termly screening process which takes place for all pupils.
- Through the Assess, Plan, Do, Review process.
- Through Annual Reviews for pupils with Education Health and Care Plans.
- Through qualitative and quantitative data which show progress in areas such as self organisation, behaviour and social skills.
- Through pupil/parent/carer voice.

6 Statement of Funding

The school budget allocation for SEND is composed of delegated and non-delegated funds. Where a pupil has funding, this is used for a range of provision including both staff and resources in order to fulfill statutory requirements. The governing body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the needs of the objectives set out in this policy.

7 Responsibilities for Co-ordination

The teaching of pupils with special educational needs and/or disabilities is **the shared responsibility of all**, and the whole school is involved in developing individual strategies to meet their needs. However, the SENDCO has a particular responsibility in ensuring that a wide range of needs can be successfully met.

The responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy.
- ensuring that provision identified in EHCPs is provided for individual pupils and that this is reviewed annually with target and outcomes identified and reviewed to best support the pupil.
- co-ordinating provision for pupils with a diagnosed special educational need or disability.
- advising on the graduated approach to providing SEND support within the classroom when a special educational need is identified.
- managing and overseeing the budget for SEND within the school and ensuring that spending is prioritised on resources and services that meet pupils' needs effectively.



- ensuring that all staff receive adequate CPD that supports pupils on a personalised level but also across the school.
- liaising with parents/carers of pupils with SEND to ensure that their voice and views are heard and guide and support practice within school.
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned.
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.

8. Role of Classroom Teacher

SEND needs are in the first instance the responsibility of the classroom teacher through the consistent provision of quality first teaching. This will be achieved by the preparation of appropriate learning resources to challenge and develop each pupil. The teacher's role includes:

- Supporting individual pupils with SEND following a Graduated Approach.
- To read all relevant and up to date information about those pupils who have a diagnosis of a special educational need or disability and implement any guidance, statutory information or strategies within the classroom.
- Differentiating work on a personalised and individual needs basis for pupils identified as having a special educational need or disability.
- Liaising with the SENDCO or SEND team about support that can be offered within the classroom that is additional to or different from other pupils within the class.
- Working with the statutory information that is written in pupil EHCPs and deliver this within the classroom.
- Tracking and reporting on pupils' progress against their outcomes written within their EHCPs.
- Tracking and reporting on the progress of pupils who have an identified special educational need or disability and provide interventions to support those pupils who are making limited progress against their personalised targets.
- Ensuring that pupils with a special need make progress in line with their personal starting point and expectations.
- Ensuring that pupils who have a special educational need are not disadvantaged and have access to a broad and balanced curriculum that allows them to gain cultural capital and retain knowledge and understanding to progress against their personal progress and starting point.
- Supporting the referral process of any pupil to external agencies by providing honest and reliable information that can be used within an assessment.
- Undertaking relevant continuous professional development that will enable them to best support pupils in their classes, providing recognised and personalised support.
- Reporting any communication of a special educational need and disability nature to the SENDCO through the CPOMS software.

9. The role of the Governing Body

The identified SEND governor will meet the SENDCO and other key staff from the Inclusion Team, on a regular basis, to gain information about the provision made for pupils with SEND, to monitor the implementation of the SEND policy and review data on SEND pupil progress. Strategies to support pupils with SEND and their progress will be discussed throughout the academic year at identified Governors meetings.

10. Staff Training and Development

At Lord Derby Academy, there is a comprehensive package of support on offer. Staff have regular access to Continuous Professional Development in the area of SEND. Training Needs are identified by carrying out regular audits. Training needs are also established through the Appraisal process. These training needs are written into an annual staff training programme and funding is set aside each year for this. The SENDCO will provide training for newly qualified teachers as part of their ongoing training scheme via CPD and Inset.

Staff are also supported through:

- planned and timetabled INSET throughout the school year.
- the offer of a SEND consultation clinic with the Inclusion Team.
- personalised appointments at a suitable time to discuss individual or groups of pupils.
- observations of individual or groups of pupils by the Inclusion Team.
- support with classroom interventions from the Inclusion Team, including resources.
- assistance, wherever possible, in the provision of a differentiated curriculum which enables each pupil to achieve and derive motivation from that achievement.

Wherever possible, staff will share their expertise within and across departments. The Inclusion Team has a range of reference materials on learning difficulties, and conditions e.g. Dyslexia, ASC, Dyspraxia, Hearing Impairment, Visual Impairment, ADHD available for use by staff. All support staff receive training on a wide range of SEND issues which may be targeted for staff supporting pupils with specific difficulties.

10. Arrangements for Considering Complaints about SEND Provision

Any complaint about SEND provision should be addressed in the first instance to the SENDCO who will be responsible for recording the complaint and the action taken. The complaint may be directed to the Headteacher. The complaint may be further directed to the SEND Governor. Should action need to be taken, the Knowsley LA complaints procedure will be followed.

Parents/carers may be advised of their right to refer matters to the Disagreements Resolution Service.

11. Arrangements for the Regular Review of the School's SEND Policy

The SEND policy will be reviewed annually. The review should include the Governor for SEND and the SENDCO.