

Special Educational Needs and Disability (SEND) Policy



1. Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children at Gothic Mede Academy and to foster an inclusive approach to working with children who have Special Educational Needs and Disabilities (SEND).
- Inform as to how children with SEND are identified and provided for so that children with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the academy so that the needs of children and young people with SEND are fully met.

2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

3. Procedures

Definitions:

The 2014 Code of Practice states that a child or young person has SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

“A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Making higher quality adaptive teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Identifying SEND:

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Pupils will be identified through ongoing assessments by the child’s teacher, and brought to the attention of the SENCo if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child’s area of weakness.

The SENCo will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision

Special educational provision is educational or training that is additional to or different from that made generally for other children of the same age.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Gothic Mede Academy will take a graduated approach to supporting children with SEND and this is very specifically defined by the local authority's two documents applicable to our age range:

- Guidance on SEND in the Early Years: A Graduated Approach 2018
- Guidance on SEND 5-16: A Graduated Approach 2018

Both of these documents can be found on Central Bedfordshire's website under the local offer under 'if your child has SEND'.

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

The special educational provision in place should follow the four part cycle:

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and children and observations.
2. **Plan.** This is likely to involve the SENCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
3. **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review.** The progress of pupils who are receiving SEND Support should be reviewed termly and teachers should meet with parents three times a year. This may form part of Gothic Mede Academy's regular tracking processes.

Gothic Mede Academy's special educational provision contributes to the local offer of the Bedfordshire Schools Trust (BEST) and Central Bedfordshire LA.

Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' on the SEND profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the academy will enter their names on the SEND profile as requiring SEND Support, set up a plan of support with parents and review this termly to track progress. If a

child is identified as having significant Social Emotional and Mental Health (SEMH) needs then a SEMH plan will be put in place and this will be reviewed on a termly basis.

Where a child continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCo will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan. Children with EHC Plans under the 2014 Code of Practice will have a SEND Support Plan set up, and have their progress reviewed termly with parents by a member of the teaching staff.

Transition:

Gothic Mede Academy will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. Considerations of how best to support the child will be made during the reviews of SEND Support Plans leading up to transition points.

5. Monitoring and Evaluation

This policy and the effectiveness of SEND support in Gothic Mede Academy will be monitored throughout the academy year as part of the usual self-evaluation systems in schools.

Every year, Gothic Mede Academy will publish on their website a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65)

6. Implementation and Review

This policy will be implemented by the staff and the SENCo will oversee the day to day implementation.

It will be published on Gothic Mede Academy's website alongside the SEND Information report, and governors will be informed at a review which will take place annually.

7. Author and Date

Written by:

Thomas Clarke, Vice Principal – June 2016

Updated: December 2018

Ratified by governors - October 2023

Updated by Alison Sugden, SENCo, March 2021

Updated by Alison Sugden, SENCO, July 2022

Updated by Alison Sugden SENCO July 2023

The named SENCo at Gothic Mede Academy is Alison Sugden

- GMA-Office@bestacademies.org.uk 01462 732002