



**Millbay  
Academy**

## **SEND Policy**

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*“All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessments to set targets that are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full national curriculum.”*

## **SEND Code of Practice, 2015 SEND**

### **1. Introduction**

- 1.1 This policy refers to children and young people with special educational needs (SEND) and disabilities, including why and how Millbay Academy works with them. The guiding principle informing this policy is ensuring that children and young people with SEND and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability that either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for students of the same age.
- 1.3 The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- 1.4 Students with SEND and/or disabilities admitted to Millbay Academy could have difficulties with one or more of:
  - Cognition and Learning;
  - Communication and Interaction;
  - Social, Emotional Mental Health; and/or
  - sensory and/or Physical.

## 2 Aims

### 2.1 The aims of this policy are:

- To ensure that the school complies with the requirements of the Education Act 1996, Disability Discrimination Act 1995 and 2005, the SEND Regulations, the SEND Code of Practice 2015, and other statutory guidance and are implemented effectively within the school.
- To ensure that every student with special educational needs and/or disabilities has the maximum opportunity to achieve the five Every Child Matters outcomes:
  - Be healthy.
  - Stay safe.
  - Enjoy and achieve.
  - Make a positive contribution.
  - Achieve economic well-being.
- To raise the aspirations of and expectations for all students with SEND Millbay Academy provides a focus on outcomes for children and young people and not just hours of provision or support.
- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance in the SEND Code of Practice 2015.
- To operate a 'whole student, the whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs students.

### 2.1 The objectives of the governing body in making provision for students with SEND are to:

- Do its best to ensure that the necessary provision is made for any student who has SEND. Determine the key responsibilities of the SENDCO and monitor the effectiveness of the SENDCO in undertaking those responsibilities.

- Make sure that all staff are aware of the importance of identifying and making provision for students with SEND.
- Make sure that parents are notified of a decision by the School that SEND provision is being made for their child.
- Make sure that students with SEND and/or disabilities join in the activities of the school together with students who do not have SEND or disabilities, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Make sure that, where the SENDCO and the Headteacher have been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them. Ensure that all staff are aware of the SEND and Disability policy of the school and work appropriately with all SEND and disabled children.
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND.
- Report to parents on the implementation of the School's SEND policy. Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to coordinate SEND provision in the local area.

### **3 Implementation**

#### **Identifying Special Education Needs**

- 3.1 We agree with Ofsted (2006, Inclusion: Does it matter where students are taught?) that what makes the most difference to higher outcomes for students with SEND/D is effective teaching, target-setting and tracking by their subject teachers as well as reviewing and managing the special educational provision in the four broad areas of need (as per Code of Practice 2015): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and sensory and/or Physical needs.
- 3.2 The following areas are not strictly related to SEND but we acknowledge that they may impact progress and attainment:
- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND);
  - Attendance and Punctuality;
  - Health and Welfare;
  - EAL;
  - Being in receipt of Pupil Premium Grant;

- Being a Looked After Child/ Adoptee;
- Being a child of a Serviceman/woman.

3.3 Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student, and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning. Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

### **A Graduated Approach to SEND Support and the SEND Register**

3.4 The school has regard to all the requirements of the SEND Code of Practice (2015). The SEND Code promotes a common and graduated approach to identifying, assessing, and providing for students' special educational needs. The approach is a model of action and intervention to help children who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SENDCO and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

3.5 Where a student is 'making less than expected progress given their age and individual circumstances', the first response should be 'high-quality teaching targeted at their areas of weakness' (SEND Code of Practice 2015, pg. 25). The Code of Practice therefore suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalise teaching. Therefore high-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

3.6 We have therefore tried wherever possible to support students with SEND through our regular whole-school systems such as our Quality First provision maps, for setting targets for all students and monitoring their progress through our universal and targeted provision checklist for teaching staff and our Pen-Portraits.

3.7 Our systems to ensure the progress and well-being of students with SEND follow the new Code Of Practice 2015 (Chapter 6, section 6.44) of assess, plan, do and review, and at Millbay Academy these are interpreted as follows:

- Identification of students: school tracks students' progress closely and identifies students requiring support and intervention. Parental and subject teacher concerns expressed to Curriculum Leaders or H/DOS or SENDCO are followed up. Checklists for dyslexia, social, speech, and language difficulties as well as previous attainment data (from primary school) are used to screen students with poor literacy/numeracy or spelling. Our Holistic Intervention meetings are also used to discuss needs within a multi-agency setting.

- Assessments organised by the SENDCO and other trained staff are implemented both internally and with external consultants (Educational Psychologist, Communication Interaction Team, Youth Service) to ensure correct identification of strengths and complex needs of students, and what helps to better understand and support the learning and progress of students, strategies, and interventions.
- It is our policy to write and review Pen-Portraits for SEND students at Millbay Academy as part of our Assess, Plan Do, Review cycle. These Pen-Portraits are agreed in consultation with Parents/Carers and students during Structured Termly Conversations. For these meetings, teachers will have identified priorities and will review the content plan which is student-centered. These meetings involve the student and they agree to the plan that is created for them. Students are also included in their PEP meetings and Team Around Me meetings (where appropriate, related to their Phase of education).
- Through lesson observation and monitoring of progress systems, Millbay Academy regularly and carefully reviews and, where necessary, improves, teachers' understanding of strategies to identify and support vulnerable students.
- Tracking, monitoring, and reviewing progress to ensure effective and correct support is in place. The impact of interventions on our provision map is evaluated by gathering and analysing academic data as well as participation in extracurricular activities.
- Communication: we make sure that all staff and outside agencies know what the student's needs are and what strategies are available to support them. We use Pen-Portraits, internal communication systems (email, meetings, Group Learning Plan) to record and share strengths and difficulties, training is provided to staff to ensure support is understood and given.
- Parents/Carers and students are involved in the support journey at all stages, keeping them informed of changes, making them know what is being done to help their child and to what effect, showing the extra provision and what entry levels entitle a child to access that provision.
- Supporting transition onto the next life stages (Sixth Form, Colleges, adulthood, in-year moves) by passing on all Pen-Portraits and additional provisions, including the involvement of external agencies. There is now a clear framework relating to the Graduated response.

### **Monitoring and Evaluation of SEND**

3.8 Much of the evidence of the impact of our support for students with SENDCO/SEND, and the systems that support that impact, is therefore located within regular school systems:

- Tracking data on student progress;
- Differentiated curriculum planning;
- Student-held personal and academic targets.

3.9 In addition, evidence can be found in the following SEND-specific systems:

- Provision maps for students who require specific provision to ensure progress academically and emotionally;
- Evaluations of the interventions in our provision maps;
- Pen-Portraits for individual students as required;
- Details of performance management and professional development of Teaching Assistants, linked to student needs and outcomes;
- Regular meetings with key support staff to evaluate interventions and monitor progress, promoting an active process of continual review and improvement of provision for all students.

### **Criteria for exiting the SEND Register/Record**

3.10 After consultation with the parent/carer and the student, and in view of the success of the interventions put in place it may be agreed that specific support may not be required. In these cases, the student would no longer appear on the register, with the understanding that monitoring will continue and, if deemed necessary, the student will be included again on the register.

## **4. Supporting students and families**

- 4.1 In accordance with Regulation 53, part 4 of the Code of Practice, the Local Authority has published the Local Offer on their [online directory for families](#).
- 4.2 Millbay Academy's SEND Information Report can be found on our [website](#).
- 4.3 Parents and carers may also be encouraged to contact the [Plymouth Information, Advice and Support for SEND](#) if independent advice would be beneficial for them.



- 4.4 The school supports children with SEND and their families at key transition times, e.g. from primary to secondary or from secondary to sixth form. The school arranges for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood.
- 4.5 As outlined above, the SENDCO and the person in charge of transitions from KS2 to KS3 (and for those in-year admissions) will work closely to ensure all relevant information is effectively shared so that the child or young person can enjoy a seamless move between settings. Enhanced Transitions (depending on SEND type of need) are organised during the summer term.
- 4.6 When the student with special educational needs reaches the age to move to the sixth form, Colleges of Further Education or similar, a transition plan will be put into place. This plan reflects their ambitions for higher education, employment, independent living, and participation in society. The transition plan gathers views of the parents and carers, the student, and the advice from our Careers South West Advisor.
- 4.7 The SENDCO is the person responsible for ensuring that children with SEND are able to access exams and other assessments.

## **5. Supporting students at school with medical conditions**

- 5.1 The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. We follow the statutory guidance Supporting pupils with medical conditions (2014), and their recommendations.
- 5.2 The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 5.3 Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015), is followed.
- 5.4 At Millbay Academy we support students with medical conditions by disseminating their needs and advice on how to proceed to all staff. First Aiders and other relevant staff update their training regularly and are located in strategic areas of the school. Medication is kept securely.
- 5.5 We follow individual healthcare plans to ensure the student's full support.

## **6. Anti-Bullying**

Please refer to our separate Anti-bullying policy.

## **7. Accessibility**

- 7.1 The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, places a duty on all schools for disabled students and to implement plans.
- 7.2 Please refer to the school's Accessibility Action Plan.

Millbay Academy is equipped with lifts to ensure easy access to the physical environment of the school. In consultation with parents/ carers, students, and supporting external agencies such as for the visual and hearing impaired, we adapt our setting to ensure barriers to learning are removed, and disabled students have full access to the curriculum. Disabled toilets are placed on both the ground and upper floors.

Arrangements are made with coaches/ buses to ensure disabled students access school visits and/or extracurricular activities.

## **8. Training and Resources**

- 8.1 Millbay Academy works on the principle that all staff is responsible for meeting the individual needs of all students they work with. All staff has access to support systems to deal with a diverse range of needs. All members of staff attend relevant training to help them meet the needs of their students. Strategy sheets for staff, with the guidance they can use for main types of SENDCO/SEND. These strategies are also stored on the learner's Pen-Portrait, pinned to their student profile on Arbor.
- 8.2 Further specialist training is also delivered regularly by appropriately qualified staff (i.e. SENDCO) or external agencies (e.g. Communication Interaction Team, Child Protection, and Safeguarding, ASC, Mental Health). Individual staff training needs are recorded and audited to ensure student support is up to date.
- 8.3 All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- 8.4 The school's SENDCO regularly attends the local authority's network meetings in order to keep up to date with local and national updates in SEND and share best practices across the city. The SENDCO also attends the specialist assessor network meetings.

## 9. Other Roles and Responsibilities

- Designated Safeguarding Lead: Jason Trevathen
- Designated Deputy Safeguarding Lead: Joanne Anning
- Designated Governor for Safeguarding: Olivia Frings
- Designated Governor for Looked After Children:

## 10. Dealing with complaints

- 10.1 Parents and carers should feel free to contact the school to discuss any concerns which will be dealt with and promptly.
- 10.2 Any formal complaints or concerns that you as a parent may have regarding the provision available in place for your child/child in your care should be made in line with Millbay Academy's Complaints Policy and Procedure, which is published online.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (April 2015) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (April 2015)
- Schools' SENDCO Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions, April 2014 Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012