Queens CofE Academy
SEND Policy

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Together, pursuing life in all its fullness

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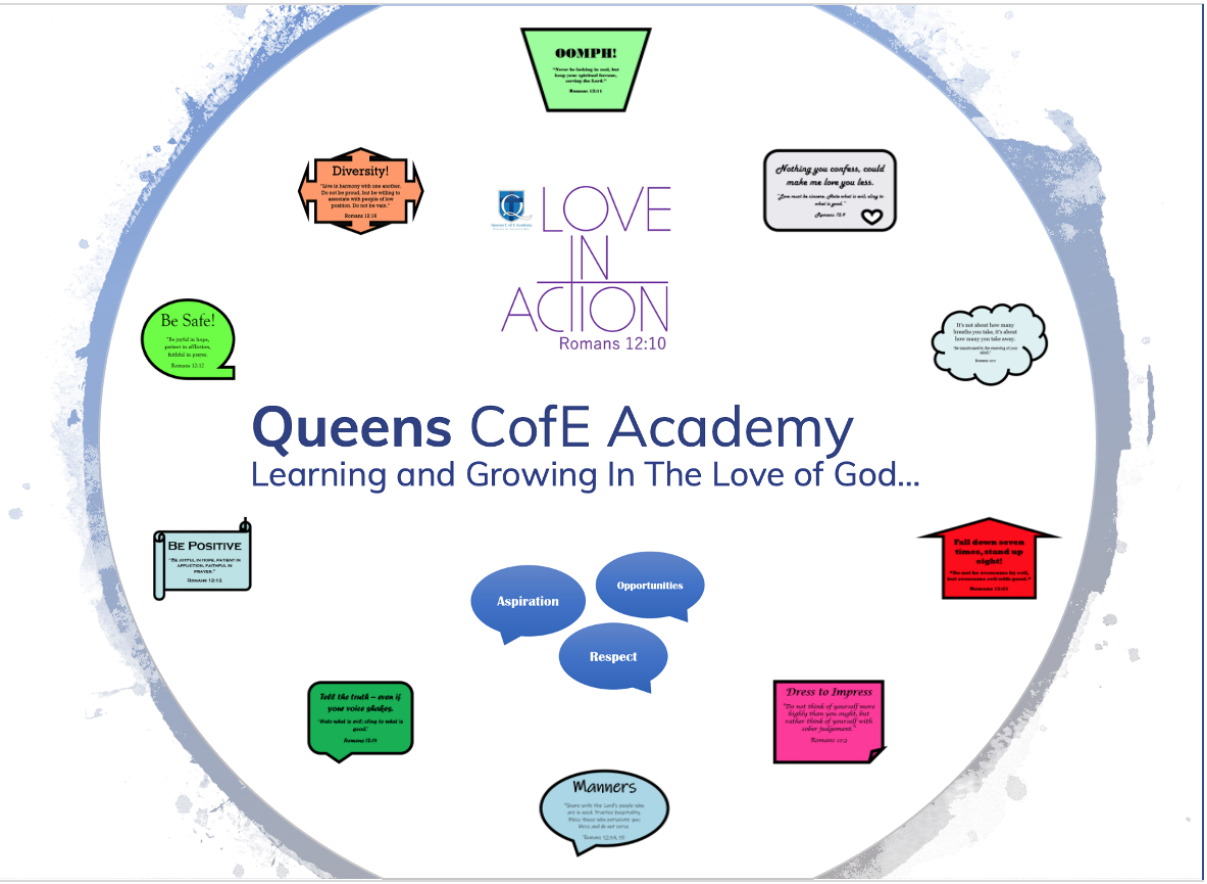
1. Our Multi Academy Trust vision

The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

'Together, pursuing 'life in all its fullness' (based on John 10, 10)

2. Academy vision



3. Rationale

Our Special Educational Needs and Disability (SEND) policy reflects the 2015 Special Educational Needs and Disability Code of Practice 0-25 guidance and it explains how we meet the special educational needs of pupils.

The Academy is committed to ensuring that the necessary provision is made for all pupils with SEND. **T**he academy will use its best endeavours to ensure that the special educational provision called for by a pupil's SEN is made. The SEND Code of Practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they**;**

- Achieve their best
- Become confident individuals living fulfilling lives

- Make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to achieve 'life in all its fullness' learn to live by our Christian Cultures such as perseverance, manners and oomph! and 'Love in Action'. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Where a pupil is identified as having additional needs, we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children. We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans. Children may have special educational needs either throughout, or at any time, during their school career.

According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014: 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:
a] have a significantly greater difficulty in learning than the majority of children of the same age; or
b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
or c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.
Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Other related Policies are as follows and are available from the Policies page of the Academy website here: Policies | Queens CofE Academy (covmat.org)

- Academy Behaviour Policy
- Admissions Policy
- Children with Health Needs Who Cannot Attend School
- Equalities Statement
- Intimate Care Policy
- Medication Policy and Management Procedure

4. Aims

At Queens CofE Academy we aim to:

- Value all pupils at our school equally and with equity, holding them at the heart of our approaches;
- Work with our children's families and care givers as equal partners to create a supportive learning environment which identifies their needs early and responds appropriately;

- Provide access to high quality adaptive teaching matched to need through the provision of a broad, balanced and ambitious curriculum;
- Maximise opportunities by ensuring that all pupils with SEND can access all aspects of school life;
- Identify and celebrate strengths, gifts and talents;

5. Legislation and guidance

This policy has been developed in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and the following legislation:

- **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 in relation to EHC plans, SEN co-ordinators (SENCOs) and SEN information reports.
- **The Equality Act 2010**, which sets out schools' duties in relation to disability, reasonable adjustments and accessibility.

This policy also complies with our funding agreement and Articles of Association.

6. Roles and responsibilities

6.1 The SENCo

The SENCo at Queens CofE Academy is Kerry McLean.

They will:

- Work with the headteacher and Lead Academy Governance Committee (AGC) member for SEND to determine the strategic development of the SEND policy and provision in the academy.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCP).

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.

- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the academy keeps the records of all pupils with SEND up to date.

6.2 The Lead Academy Governance Committee (AGC) Member for SEND

The AGC member for SEND will:

- Help to raise awareness of SEND issues at AGC meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the AGC on this.

- Work with the Headteacher and SENDCo to support the strategic development of the SEND policy and provision in the academy.

6.3 The Headteacher

The Headteacher will:

- Work with the SENCo and Lead AGC member for SEND to develop the strategic development of the SEN policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND within the academy.

6.4 Class Teachers

Every teacher is a teacher of every child including those with SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class. They achieve this by using quality teaching and learning strategies; adapting teaching approaches in the classroom; modifying classroom organisation and teaching materials.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

6.5 Support staff

Support staff are responsible for:

- Supporting pupils with SEND as directed by the class teacher.
- Contributing to the evaluation of provision for pupils through communication with the class teacher.
- Ensuring they follow this SEND policy.

6.6 Parents

We will work in partnership with parents and carers, recognising their knowledge of their child and involving them in identifying needs, agreeing outcomes and provision, and reviewing progress. We ask parents to:

- Attend meetings regarding their child's SEND needs.
- Ensure their child has good attendance so that they have access to as much education as possible.
- Communicate any changes for the child at home so that staff can understand further what provision needs to look like.

7. Identifying and Responding to SEND

7.1 Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age; or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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 by mainstream schools.

7.2 The four broad areas of SEND

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

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

7.3 How SEND is identified

We will assess each child's current skills and levels on entry, which will build on previous settings and key stages where appropriate. Class teachers will make regular assessment of progress for all pupils and identify those whose progress is:

- Significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous progress rate.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may also include progress in children's social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment and the views of the child and their parents. We will use this to decide what provision is needed and whether this can be provided through adaptive teaching or whether something additional or different is needed.

7.4 The Graduated response

When deciding how best to support a child with SEND at Queens CofE Academy we have a graduated response. The graduated response involves a four part cycle of assess, plan, do and review.

Assess: The class teacher and SENDCo will work together to carry out an analysis of the child's needs. This will draw on:

- Teacher assessment;
- The child's previous progress and attainment;
- The child's development in comparison to their peers and nationally;
- The views and experience of parents;
- The child's views;
- Advice from external agencies if relevant.

The assessment will be reviewed regularly.

Plan: The class teacher and SENDCo will agree the outcomes sought, the support and adjustments to be provided and when progress will be reviewed, in partnership with the pupil and their parents/carers.
Do: The agreed provision will be implemented. The class teacher remains responsible for the pupil's progress and for working closely with staff delivering additional support.
Review: The effectiveness and impact of the support will be reviewed against the agreed outcomes and will inform the next cycle of support.

See Appendix 1 for our academy document outlining our graduated response.

7.5 Co-Production

We will have an early discussion with the child and their parents when identifying whether they have a special educational need. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parents' concerns.
- Everyone understands the agreed actions/next steps and outcomes sought for the child.

At annual reviews and SEND meetings parents' views will be sought and included in any planning of provision for the child.

7.6 Working with External Agencies to Support Children with SEND

The SENDCo liaises with the class teacher, parents and child regarding the needs of the children in school. Following the school's Assess-Plan-Do-Review system, if the child is not making expected progress or the parties are in agreement that more support is needed, the SENDCo will make the necessary referrals to outside agencies, local authority or health and social care professionals.

We work with the following agencies to provide support for pupils with SEND**:**

Specialist Teacher Service (STS)
CADMUS
Warwickshire Educational Psychology service, and a private Educational Psychologist
Integrated Disability Service (IDS)
Speech and Language
SENDAR
Mental Health at School's Team
Coventry & Warwickshire RISE and MIND
Community Autism Support Service (CASS)

7.7 Securing equipment and facilities

We liaise with outside agencies and professionals to ensure that our facilities are accessible to those with individual needs. When necessary adaptations to the building are made in line with the academy's accessibility plan, which is available on the Policies page of our website here: Policies | Queens CofE Academy (covmat.org)

Some children may need specialist equipment to support them in accessing the curriculum. In this case professionals, outside agencies, parents and the child are consulted and this is acquired either through their Education, Health and Care plan or specialist service.

7.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:
• Reviewing pupils' individual progress towards their goals each term ;
• Reviewing the impact of interventions after 4-6 weeks;
• Using pupil questionnaires, learning walks, book looks;
• Monitoring by the SENDCo;
• Using provision maps to measure progress;
• Holding annual reviews for pupils with EHC plans;
• Termly SEND reviews.

8. Admission Arrangements

Children with SEND are welcome at our academy. We recognise that children may present with individual needs. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, we will contact relevant outside agencies to obtain as much information as possible and appropriate transition is put in place to successfully integrate all children into a supportive environment.

Our Admissions Policy is available on the Policies page of the Academy and Trust websites here: Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust (covmat.org)

The academy hosts a Local Authority-commissioned Specialist Resource Provision (SRP) for pupils with Communication and Interaction needs. Places within the SRP are allocated through the Local Authority's placement arrangements and are separate from the academy's usual admissions process.

9. Contact Details of Support Services for Parents of Pupils with SEND

Support services for parents of pupils with SEN are accessible within the local authorities SEN local offer information, which is available here:

• As a Warwickshire County Council academy, the local authority's local offer is published here: https://www.warwickshire.gov.uk/send

10. Raising Concerns or Complaints About SEND provision

Concerns from pupils or parents about SEN provision in our academy should be made to the SENCo or the Headteacher in the first instance. Contact details are available on the contacts page of our website here: Contact Us | Queens CofE Academy (covmat.org)

Our Complaints policy is available on the Policies page of the Academy and Trust websites here: Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust (covmat.org)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Related Policies:

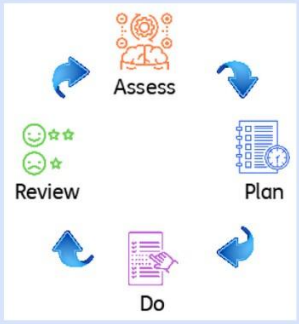
- Behaviour
- Supporting children with medical needs
- Medication and management policy
- Equality information and objectives

Appendix 1 – Graduated Response

Queens' approach to Assess, Plan, Do, Review

Any child who attends Queens is part of the Assess, Plan, Do, Review (APDR) cycle. All teachers assess what the class know already and need to know. They plan their lessons accordingly including resources needed, deliver (do) the lessons and through marking or other assessment methods review how it went.

If a child is not making progress following whole class APDR cycles, they may be discussed at pupil progress meetings and/or with the SENDCO. New plans, that are additional to or different from the main class' offer, may be set, the class teacher or the SENDCO will discuss this with parents and the child using our APDR sheets. Please note, other schools may call these sheets IEPs (Individual Education Plans).



APDR sheets are reviewed termly, with children, parents and teachers, unless the child's needs are such that need quicker interventions.

A

Assessment could be:

Data	Behaviour observations
Work trawls	Outside agency advice
Pupil voice	Parental conversations

P

Plan could be alongside discussions with:

The child	Parents
Class teachers	Teaching assistants
SENDCO	Senior leaders
Subject leads	Professionals

Targets will be set for the children which will focus on a specific skill to be learnt and what support will be put into place for them.

D

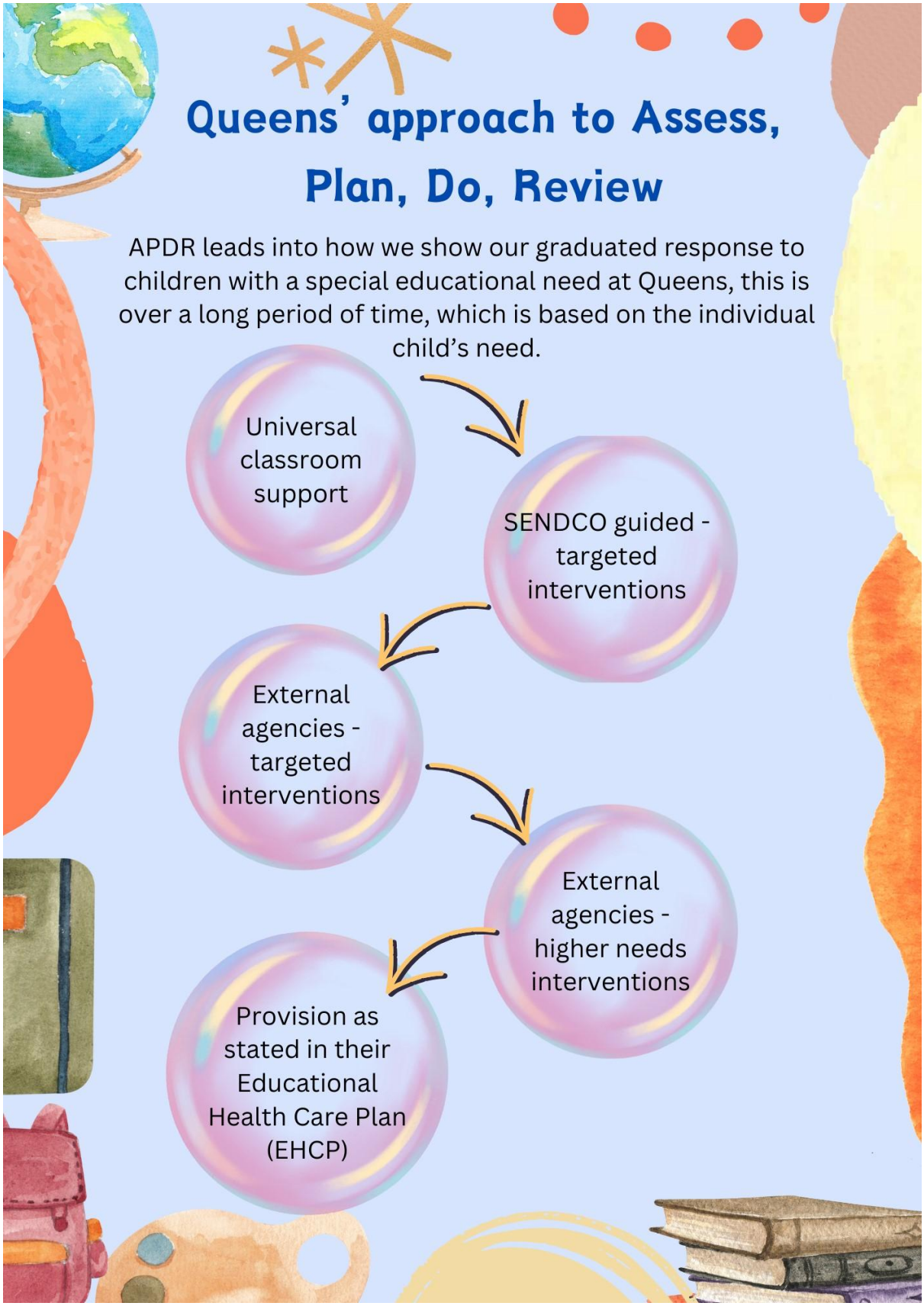
Do could be:

Interventions that are individual, group or with outside agencies
Check ins with key adults
Activities that are independent, adult led, in or out of class
Targeted resources

R

Review could be:

Discussions	Observations
Data	Outside agency involvement


Queens' approach to Assess, Plan, Do, Review
APDR leads into how we show our graduated response to children with a special educational need at Queens, this is over a long period of time, which is based on the individual child's need.
Universal classroom support
SENDCO guided - targeted interventions
External agencies - targeted interventions
External agencies - higher needs interventions
Provision as stated in their Educational Health Care Plan (EHCP)