



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

SPECIAL EDUCATION NEEDS POLICY

Policy Number	0013		
Date of Last Review	May 2020	Policy Ownership	Finance & Operations
Agreed by Governors	July 2017	Date of Next Review	July 2021

1 Definition of Special Educational Needs (SEN)

“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:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 school.”

2 Aim

At The Basildon Academies, we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extracurricular activities where appropriate and full access to the Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs and/or disabilities (SEND) participate in activities compatible with the efficient education of other children and the efficient use of resources.

3 Principles of SEND provision

The Basildon Academies are mainstream educational establishments. Where individual children’s’ needs require additional provision or alternative arrangements, support and reasonable adjustments will be made, in order to ensure that all students make appropriate progress.

SEND students are expected to achieve as highly as possible in respect of national benchmarks for attainment, as well as progress.

The core principles of SEND support are that they should:

- a) Promote high expectations of what students can achieve;
- b) Challenge students to ensure that they do themselves justice;
- c) Be as discreet as possible, in order to promote the dignity and self-respect of the student;
- d) Be as minimal as possible, in order to develop the independence of the student;
- e) Take full account of the views of parents/carers and students.

Provision within the academies at departmental and subject level will be organised in order to ensure that these principles are met. All teachers are responsible for ensuring that all students have access to high quality teaching and that the curriculum is adapted to meet individual student’s needs.

4 Identification of SEND

Students who have needs which require intervention, which goes beyond normal classroom differentiation, are deemed to have a SEND. These are:

- a) Students who enter the Academies with skills or attainment, which is significantly different/ lower than would normally be expected at their chronological age;
- b) Students who are making little or no progress with regards to academic, behavioural or interpersonal skills, which are significantly different/lower than would normally be expected;
- c) Students who face significant challenges, which put them at risk of potentially failing to achieve or make progress in line with national expectations.

Following assessment, students will be placed in one of the four categories in accordance with the 'Code of Practice' (2015), these are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental or Emotional Health
- Sensory and/or physical

The students will be placed on the SEND register. If issues persist then an Educational Health Care Plan (EHCP) may be awarded by the LEA (Local Education Authority).

5 Review procedures

Review procedures should focus on outputs (what has been achieved) rather than on inputs (what has been done). The review will focus on the impact of interventions, which have been successful, not merely whether they have taken place.

All academy students (including SEND students) are reviewed following each of the assessment points and information should be communicated to parents/carers about progress.

All students (including SEND) should be reviewed following any specialist course or programme, so that it is clear whether the intervention has made a difference to the student.

Students with EHCP and statements are reviewed in review meetings every term, attended by parents/carers, which sets targets for the next term and at the annual statement review, following the guidelines of Essex SENCAN.

All students on the SEND register are reviewed by:

- a) Review meetings each term, following discussions with class teachers and/or other professionals involved;
- b) Review of IHCP (Individual Health Care Plan), Pupil Passport or One Plan and/or Provision Map.

6 Roles and responsibilities

The Governing Body is responsible for monitoring the SEND policy and guidelines and will look at performance data for SEND students. Governors will look at individual SEND students when visiting and discuss their experiences with them. The Governing Body may appoint a SEND Governor to co-ordinate monitoring and visits.

The Headteacher is responsible for monitoring SEND provision across the academies and for ensuring that systems are in place to ensure that SEND students make appropriate progress.

The SENCO (Special Education Needs Coordinator) is responsible for advising and guiding the academies staff so that they are able to identify, assess and plan for children's needs and ensuring that children make progress. The SENCO will also work alongside departments to ensure that appropriate intervention programmes are used to support children with SEND and contribute to or lead on CPD (Continuing Professional Development) for staff. The SENCO will visit classrooms to observe the progress of SEND students, reporting back to heads of departments and/or the Head of Academy if they believe SEND students' needs are not being appropriately met. They will also assess students if and when referrals are made to them, in respect of a student's needs in class. In conjunction with this, the SENCO will liaise with the parents/carers and appropriate outside agencies for students with SEND.

The SENCO is responsible for the SEND students within The Basildon Academies.

Heads of departments/faculties and subject staff are responsible for putting in place appropriate classroom differentiation and for deploying any additional resources identified in the Passport, One plan or Provision Map which will enable the student to make appropriate progress. It is also their responsibility to work alongside class teachers to put in place the correct referrals to the SENCO of students that may need assessing for SEND.

Co-Educators

Academy students also have Enrichment Tutors and/or a mentor who provides additional support to students, in order to ensure that their experience within the academies enables them to make appropriate progress.

The Senior Co-Educators are the named point of contact for SEND, and are responsible for tracking the day-to-day experiences of the student. This person should communicate regularly with parents & carers and be a single point of contact to ensure that communications about the student are clear and effective.

7 Meeting the needs of SEND students

In addition to standard classroom differentiation, the academies meet the needs of SEND students through a range of approaches which include:

- Withdrawal groups: These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way;
- In-classroom support: This is typically provided by a teaching assistant who will work within a classroom to support a student or several students;
- Between-classroom support: This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- Unstructured time support: This is the support provided through breakfast club, break and lunchtime clubs, so that students who are less able to cope with unstructured time have somewhere to go at those times;
- Mentoring: Provide support by working with students as necessary to support with a particular issue or concern;
- Software: This provides a way for students to practice particular skills and students may access specialist software whilst in class or they may be taken out of class to do so;
- Transition support: Extensive support is available during transition stages. For year 6 to 7 transition there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For year 9 to 10 transitions, options, or year 11, 12 and 13 applications, this includes Careers Support;
- Continued Professional Development: All Academy staff participate in ongoing CPD to ensure up to date knowledge and applications of SEND practice.
- Subject Interventions: This provides catch up support for students who have fallen behind or require additional time to achieve a task.

Additional support is available, as necessary, from external agencies including Educational Psychology, Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counselling, Luke's Bereavement Services, etc.

8 Complaints

Concerns about provision should initially be addressed with relevant staff in the academies. If this does not resolve the problem then the formal complaints process, outlined in the Complaints Policy, should be implemented.