

# SEND Policy

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Staff	Learners / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	
Agency Staff	Other	a	a
✓	✓		

<b>Published Locations</b>				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

**Consultation (Complete as appropriate in line with master policy document)**

With	Reason for Consultation	Final Consultation Date	Version No

**Version History (please note below if a policy has been replaced)**

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V1		24/07/2023	New SEND Policy Template		
V1			Approved	ESC	9/10/23
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## Key Contact Personnel:

Principal	SENCo	Other staff with responsibility for SEND include
Ms Monica Duncan	Ms Valerie Sweeney	Mrs Elizabeth Plunkett

Nominated SEND Link Governor	Chair of Governors	Trust Safeguarding Link / Head of Inclusion	Academy Local Authority
Ms Catherine Williams	Mrs Stephanie Tyrer	Karen Foster	Haringey

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our Academy will support and make provision for learners with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

The policy sets out the Aldridge Education Trust vision and principles for learners and young people with special needs and disability (SEND).

Vision: Aldridge Academy Trust is committed to:

Identifying learners with special educational needs and disabilities – knowing who needs provision additional to and different from high quality teaching. Therefore, ensuring that we are providing “Aldridge Advantage” to all, and leaving no one behind

Understanding and communicating learners’ special needs – knowing the nature and extent of learners’ needs and the profile of need at our academies and sharing this with all staff

Making effective provision in class to ensure that “every moment matters” – teachers plan and deliver an adapted curriculum to meet the needs of those they teach

Making effective provision in specialist interventions – interventions target the right learners and accelerate their progress to ensure that the “Standard is excellence”

Developing teachers’ SEND skills, knowledge and understanding using the coaching model, demonstrating how to “Lead by example” – teaching staff are up-to-date and competent to plan and deliver curriculum adaptations for learners with SEND

Making effective provision for students with education, health and care plans (EHCPs) – evidencing clearly that “Our people matter”

Accountability for ensuring “every moment matters” – evaluation of provision to ensure it effectively meets the needs of the learners

## 2. Legislation and Guidance

The policy complies with all statutory requirements, including those relating to the legislation contained in:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014.
- The Trust follows the statutory guidance within the *SEND Code of Practice* 2015
- The School Admission Code
- The Public Sector Equality Duty
- The Governance Handbook

This policy also complies with our funding agreement and articles of association.

Copies of the policy are available on request and are published on our Academy website.

Admissions: The Trust supports the guidance as set out in the admissions arrangements for all Aldridge academies.

The Accessibility Policy and plan outlines how the Trust will consider any issues which may be barriers to learners’ participation in Academy life.

### 3. Definitions

#### Special Educational Needs and Disability (SEND)

A child, young person or adult has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Learners have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders the learner from making use of educational facilities of a kind generally provided for learners of the same age in mainstream academies or mainstream post-16 institutions
- are under five and fall within the definition of two preceding bullet points above or are likely to do so when of compulsory school age if special educational provision was not made for the learner.

There are other areas which may impact on children's progress and attainment, but are not considered as SEND. For example;

- Poor attendance and punctuality
- Poor physical or mental health and welfare
- Medical conditions such as diabetes, allergies or asthma
- English as an Additional Language (EAL)
- Being in receipt of learner premium
- Being a looked after child / Post looked after child
- Being a child of serving officer
- Behavioural difficulties

#### Special Educational Provision

Educational or training provision that is additional to and / or different from, that made generally for other learners or young people of the same age by mainstream schools.

#### SEND Coordinator (SENCO)

This is a member of the leadership team at the Academy who has responsibility for coordinating SEND provision.

### 4. Roles and Responsibilities

#### The Trustees

- Ensure that a SEND Link Trustee has been appointed who will lead on the boards monitoring of support for learners with SEND. Ensure that the Link Trustee works closely with the CEO /CAO to ensure SEND provision is meeting the needs in all settings  
Ensure that the Trust's policies and strategies include specific provisions for students with SEND.  
Ensure that the Trust and its settings comply with all relevant legislation and regulations concerning SEND provision  
Monitor the performance and progress of the academies effectiveness in providing SEND support which meets the needs of all learners

#### The CEO

- Will ensure that all the academies make the necessary special educational provision for learners with SEND  
Will ensure that all settings have a SENCo in post with the appropriate qualifications or working towards them.

#### The CAO

- Ensure academies provide provision that allows every learner with SEND to get the support they need
- Ensure all settings provide access to a broad and balanced curriculum in line with Quality First Teaching expectations



## The SENCO

- Will oversee the day-to-day operation of the Academy's SEND policy.
- Coordinating the provision for learners with SEND.
- Liaising with the relevant designated teacher where a looked after learner has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the Academy's delegated budget and other resources to meet learners' needs effectively.
- Liaising with parents/carers of learners with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and Local Governing Committee to ensure that the Academy meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensuring that the Academy keeps the records of all learners with SEND up to date.
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Have a clear approach to identifying and responding to SEND
- Ensure annual reviews of EHCP's take place in line with agreed timescales
- Record accurately and keep up to date the provision made for learners with SEND
- Determine their approach to using their resources to support the progress of learners with SEND

## The SEND member of the Local Governing Committee (SEND Link Governor)

- Will help to raise awareness of SEND issues at governing committee meetings.
- Will ask challenging questions about the Academy's SEN provision and strategies
- Will meet with the SENCO termly to monitor the progress of learners with SEN and update the Local Governing Committee on this
- Support the work of the Principal and SENCO in determining the strategic development of the SEND provision in the Academy.
- Reviewing the SEN offer to monitor effectiveness

## The Academy Principal

- Will work with the SENCO and Trust Head of Inclusion to determine the strategic development of the SEND policy and provision in the setting.
- Will work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND within the setting.
- Ensure that the current SEND Report and policy are available on the Academy's website. Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Provide access to a broad and balanced curriculum
- Ensure the provision for all SEND learners is accurate and meet their needs
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school that is either qualified to the National Education Award for Special Education or is working towards gaining the qualification within 3 years of appointment.
- Ensure the key responsibilities of the SENCO role is set out or specified within the job description, and monitor the effectiveness of how these are carried out

- Allocate sufficient resources to support the progress of learners with SEND
- Make sure there is an equitable approach for all SEND learners from year 8 until year 11 to be provided with independent careers advice

### The Trust Head of Inclusion

- Will provide advice and support to the SENCOs and Principals on all matters of SEND.
- Monitor the quality and effectiveness of SEND provision within each Academy and update the relevant Principal, Chief Academic Officer and Chief Executive Officer on this regularly.
- Help to review the Academy's policy and provision for learners with SEND, together with the Board of Trustees.

### The Local Governing Committee

- Have SEND as an area for focus visits.
- Ensure SEND Link Governor is identified
- Ensure the setting has a qualified SENCO as outlined in the SEND Code of Practice
- Review records of visits provided by the SEND Link Governor.
- Review SEN register for compliance annually

### The Class Teacher

- Will be responsible for the progress and development of every learner in their class
- Will work 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
- Will be responsible for understanding the needs of each child they teach and seek advice as needed from the SENCO
- Implement strategies and provision outlined within the child / young person's personal education plan
- Will work with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Follow the settings referral process where SEND concerns have been identified

### Parents or Carers

Parents or carers should inform the Academy if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The Academy will take into account the views of the parent or carer in any decisions made about the learner.

### Learners

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- Giving feedback on the effectiveness of interventions
- The learner's views will be taken into account in making decisions that affect them, whenever possible

## 5. SEND Information Report

### SEND provided for

Our Academy currently provides additional and/or different provision for a range of needs, including:

#### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as attachment disorder.

#### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 6. Identifying learners with SEND and assessing their needs

Section 66 of the Children and Families Act 2014 says:

“If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best

endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made."

The SEND Disability and Code of Practice 2015 also states that

"where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies" (paragraph 6.58 for schools, or 5.48 for early years settings).

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners 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 rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Screening tests and Formal Assessment

Screening tests may be carried out. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process. If the outcome of a test or any other circumstances gives us reason to think that a learner may have a special educational need, we will report and consult with parents/carers as necessary and make recommendations. If the test results indicate that a learner may have a special educational need that should be assessed without delay, parents or carers will be asked to agree to the learner being formally assessed by an Educational Psychologist, a Speech and Language Therapist, or another identified specialist.

## 7. Consulting and involving learners and parents/carers

### Communication with parents and carers

Parents, carers and learners will be consulted on all matters relating to the learner's SEND provision. Parents and carers are also encouraged to participate as fully as possible in supporting their learner's learning needs and request additional meetings with relevant staff to make this possible.

When identifying whether they need special educational provision, an early discussion with the learner and their parent or carer will take place. These conversations will ensure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- parents' and carers', and learners' views are considered
- everyone understands the agreed outcomes sought for the learner
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record, and copies given to their parent/carer. Parents and carers will be formally notified by the Academy when it is decided that a learner will receive SEND support.

### Communication with teachers

We will ensure that teachers are given any necessary information about a learner's learning difficulties/SEND and that teaching practices are appropriate.

## 8. Provision

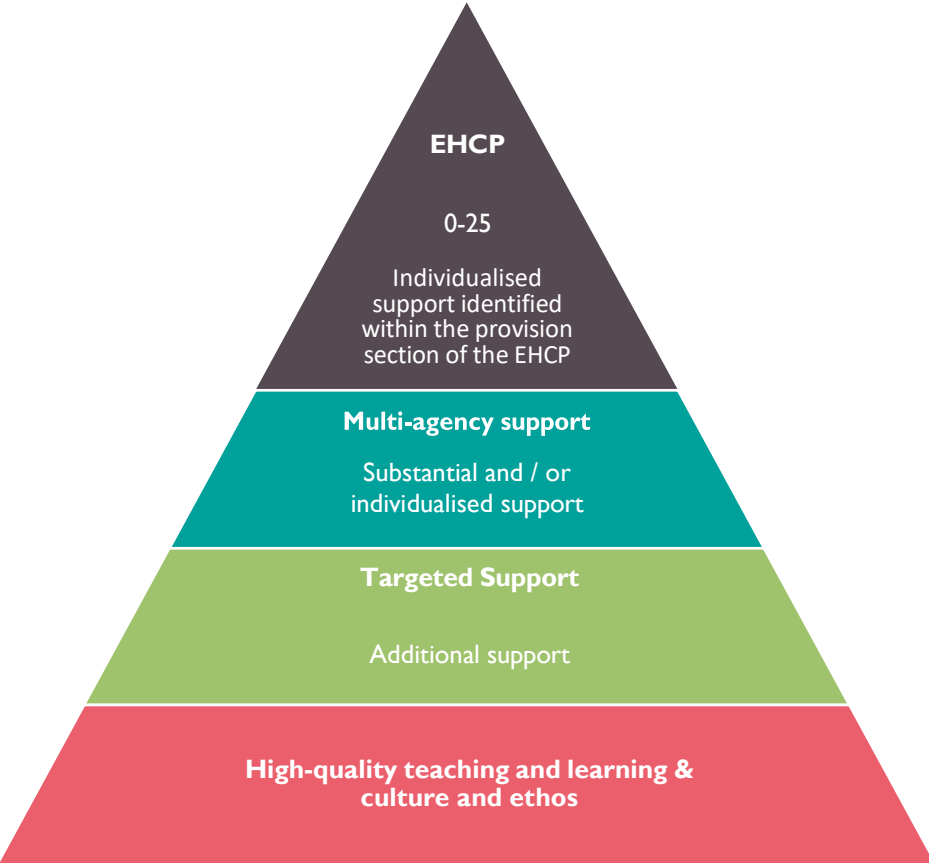
If a learner is known to have SEND when they arrive at the Academy the Principal, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the learner's previous school to provide starting points for the development of an appropriate curriculum for the student.
- Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the learner's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the learner's learning.
- Ensure that appropriate informal opportunities for the learner to show what they know, understand, and can do, are maximised through the pastoral programme.
- Involve the learner in planning and agreeing targets to meet their needs.

## 9. Involve parents and carers in developing and implementing a joint learning approach at home and in school. Assessing and Reviewing Learners progress towards outcomes

The SEND Code of Practice recommends a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. The Academy's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach. Teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.

<b>Fig.1: Academy's graduated approach to supporting learners with SEND Stage of provision</b>	<b>Action involved</b>
<b>Assess</b>	In identifying a learner as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the learner's needs.
<b>Plan</b>	The teacher and SENCO should agree in consultation with the parent and the learner the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.  Individual Education Plans or Learner Passports (as described and managed by individual academies) will be put in place and a clear date for review agreed.

Stage of provision	Action involved
<b>Review</b>	<p>The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed on a regular basis.</p> <p>The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents.</p> <p>The support will be revised in light of the learner's progress and development in consultation with the learner and parents.</p>
<b>Involving specialists</b>	<p>Where a learner continues to make less than expected progress, despite evidence-based support and interventions, the Academy will consider involving specialists after discussing the matter with the learner's parents.</p> <p>If no progress is being made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Principal/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals. EHC assessments will apply to very few learners.</p>
<b>Education, Health and Care Plans (EHCPs)</b>	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs. Annual review of the EHCP.</p>
	 <p>The diagram is a pyramid with four horizontal sections. The top section is dark grey and contains the text 'EHCP' and '0-25' above 'Individualised support identified within the provision section of the EHCP'. The second section is teal and contains 'Multi-agency support' above 'Substantial and / or individualised support'. The third section is light green and contains 'Targeted Support' above 'Additional support'. The bottom section is red and contains 'High-quality teaching and learning &amp; culture and ethos'.</p>

## **10. Education Health and Care Assessments and Education Health Care Plans (EHCPs)**

### **Education Health and Care Assessments (assessment)**

If the parents and the Academy decide that a learner should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies as appropriate to employ strategies to assist progress. The Academy (as well as the parents) can ask the Local Authority to arrange an EHC needs assessment of the learner under section 36 of the Children and Families Act. The Academy will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school will support the Parents/carers with the appeal process, where it is felt to be in the best interest of the learner.

### **Provision under the Education Health Care Plan**

Where a prospective learner has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the Academy. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

## **11. Record keeping**

Academies are required to keep clear records of a learner's SEND, the provision put in place for them and the difference that support is expected to make. This record will include:

- The short-term targets set for or by the learner
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

- Success and/or exit criteria
- Outcomes

The SENDCO has responsibility for ensuring that records are properly kept and available as needed.

## 12. SEND register

Learners should be added to the SEND register if they require provision that is **additional to** and **different from** that which is offered to all learners in order to reach the expected standard, because they have SEN or a disability.

This might include learners who:

Have an [EHC](#) plan

Receive internal interventions

Work with an external specialist

Receive 1-to-1 support

The SEND register should be reviewed termly and it should be a dynamic document, which is updated whenever there are changes to a learners' circumstances or a new learner joins the Academy. The Academy will inform parents or carers as to why their child is being added to the register, and how this information will be used.

Some learners are likely to stay on the register for the duration of their time at the Academy, however, if the interventions that were put in place for a learner have been successful, and the learner is now progressing in line with age-appropriate expectations, they should be removed from the SEND register.

Before deciding to remove a learner from the register, the Academy should ensure that have evidence to show that the issues that resulted in this learner being added to the SEN register been addressed and that they will now be able to achieve their identified outcomes through 'quality first teaching' alone.

## 13. Supporting learners moving between phases and preparing for adulthood

Where a learner is moving to another school we will share information with the school, college, or other setting the learner is moving to. We will agree a bespoke plan with parents and learners which information will be shared as part of this.

For students coming in to Year 7, we ask all parents or carers whether they have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as they start school.

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We attend the event organised by Haringey for primary schools to discuss children's transfer to secondary, and ensure that we have a full picture of the support that is needed. Information is recorded on our School transfer transition checklist Where there is significant concern for secondary school transition, for example if a student has an EHCP, the Academy will visit the pupil in their primary school whilst in Year 6 and can meet the young person and their parents at their Annual Review meeting, where possible. For very anxious young people or those who will need a longer period to adjust to the school and its routines, we offer and plan additional sessions at Duke's Aldridge Academy before their start in Year 7. This could involve a tour of the school, spending some time in the Transition Group, joining other children at lunchtime for a meal, or attending the T8 club at lunchtimes.



During the summer before their start in Year 7 to Duke's Aldridge Academy, pupils will be asked to participate in our Summer Activity Programme where they will be offered a variety of sessions. These include: literacy in the morning or Maths, followed by either drama, sports, cooking, etc., dependent on staff availability. These sessions are meant to help children get used to being part of the Duke's Aldridge community and also allow our teachers to get a better picture of their specific needs.

Information on incoming students is collated and written up as a pupil profile and pupil passports and passed to relevant staff from September.

If your child requires medication or specialist support linked to their special educational need, you will be invited to meet with a member of staff to complete and sign a Medical Care Plan (kept with Medical Team in Student Support Services). This will allow you to inform the Academy of your child's specific medical needs, medication and other special arrangements the Academy will need to undertake to ensure continuing good health. This form will be updated annually or as needed.

Finally, throughout the year, the SEND team will invite parents who have children identified with special educational needs to open sessions, where they can book an appointment and discuss their child's provision, progress and any other concerns directly with a member of SEND staff: parents' evenings; annual review; literacy information evening. All students with SEND meet with the school's career adviser to discuss post 16 options. They are supported with applying for college courses by members of the SEND Team and accompanied to interviews, if required.

## 14. Our approach to teaching learners with SEND

We know that high quality teaching and skilful support will make a big difference to the progress of students with SEND.

Making sure that this happens in all classrooms is one of the most important things that our Academy leaders, including members in our SEND Team, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through our Speech and Language Therapist and Educational Psychologist, (see section 17)

The SENDCO and SEND team work with teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. (See section 17 for our approach to staff expertise) These include:

- carefully differentiated (taking account of different needs) planning which ensures that all students can make progress
- helping and supporting Subject Teachers to take full responsibility for all student's learning and progress
- using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
- providing a stimulating, rich and interactive classroom environment
- tracking progress
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- providing additional adult support either from the SENDCO, SEND Teachers, Teaching Assistants or other specialist services
- making available specialist equipment and digital technology to support access and participation in learning, for example, white boards and iPADS.

Teachers are responsible and accountable for the progress and development of all the learners in their class. High-quality teaching is our first step in responding to learners who have SEND. This will be differentiated for individual learners.

We will also provide the following specific interventions where appropriate:

- Ruth Miskin Fresh Start Reading Programme

- Lexia core 5 Reading and Power up literacy

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCO. Where a learner is receiving SEND support, the Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner, and the Academy

## 15. Adaptations to the curriculum and learning environment

We make the following adaptations, in accordance with the school's accessibility policy to ensure all learners' needs are met:

- carefully differentiated (taking account of different needs) planning which ensures that all students can make progress
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- helping and supporting Subject Teachers to take full responsibility for all student's learning and progress.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- using a wide variety of teaching approaches, for example, guiding learning through modelling, group and paired work before independent work (I do, we do, you do) and providing visual support materials
- providing a stimulating, rich and interactive classroom environment
- tracking progress
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- providing additional adult support either from the SENDCo, SEND Teachers, Teaching Assistants or other specialist services
- making available specialist equipment and digital technology to support access and participation in learning, for example, white boards and IPADs.

## 16. Additional support for learning

- We have 9 teaching assistants who are trained to deliver interventions such as Ruth Miskin - Fresh Start Programme
- Teaching assistants will support learners on a 1:1 basis when agreed with teaching staff
- Teaching assistants will support learners in small groups when agreed with teaching staff
- We work with the following agencies to provide support for learners with SEND:

<b>Specialist Service and type</b>
Haringey Educational Psychologists Service: (EPS)
Haringey Language and Autism Support Team (LAST)
Haringey Speech and Language Therapist Mainstream Schools Service
Haringey, Enfield and Barnet NHS: Children and Adolescent Mental Health Service (CAMHS)
Haringey Sensory Support Team: Deaf and Vision Impairment
Haringey Learning Partnership
Occupational Therapists
Community Policing Team
School Health Team: School Nurse
Trailblazers – umbrella SEND support eg speech and language
Hope in Haringey

## 17. Expertise and training of staff

Members of our SEND team attend training sessions run by national and local organisations. For example: NASEN online SEND CPD courses; ELKLAN speech and Language training and Makaton; Ruth Miskin Fresh Start Programme

The SEND team have an open door policy for all members of staff to meet with the SENCo to learn more about how to meet the different special educational needs or regarding the support and provision of specific students. Staff have received training and INSET on the following: Language and Communication Needs; Meeting the needs of pupils with special educational needs and /or disabilities (SEND); Adaptation for SEND learners, and bespoke meetings are organised for professionals to meet with teachers of specific students for support and guidance. SEND information, updates and relevant courses are regularly shared with staff through the school bulletin

Our SENDCO is a trained teacher, has 16 years of experience in this role and holds the National Award for SEN coordination (NASENCO) The Deputy SENDCO also holds the NASENCO award. The SENDCO allocated 36 hours a fortnight to manage SEND and EAL provision. The second in charge has \_\_\_ hours a fortnight to support the management of SEND.

We have a team of 9 teaching assistants, who are trained to deliver SEND interventions such as speech and language and Literacy. In the last academic year, a number of staff has been trained in LEXIA, and previously in Ruth Miskin Fresh Start, as well as ELKLAN. We use specialist staff (external) for assessing students for Access Arrangements.

## 18. Securing equipment and facilities

The subject teacher will adapt lesson planning and teaching to match your child's SEND. For some, this will include adopting specific strategies or resources in line with your child's personal profile.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. In addition to these, students have access to chrome books; Laptops; IPADs; voice recorders; wobble cushions; ear defenders; coloured overlays.

At Duke's we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

The Learning Support area has two rooms where students can come to socialise at break or lunch times, and/or complete homework. It is also used for small group interventions and after-school club.

## 19. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using learner questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans
- Regular monitoring by the Local Governing Committee, Senior Leadership Team and Officers of the Trust.
- Ensuring that all learners have appropriate access and support if necessary to External assessments / examinations

## 20. Enabling learners with SEND to engage in activities available to those in the setting who do not have SEND

- All our extra-curricular activities and Academy visits are available to all our learners, including our before-and after-school clubs.
- We also arrange educational visits and journeys and make sure that all our students can take part.

When necessary, we will do a risk assessment and make reasonable adjustments to plans and arrangements. All learners are encouraged to go on our residential trips to France.

- All learners are encouraged and enabled to take part in sports day; Academy plays; special workshops; student councils and work experience.

No learner is ever excluded from taking part in these activities because of their special educational need or disability.

- Unless a learner has an EHCP at the time at which he or she applies for a place at the Academy, the arrangements for the admission of pupils with disabilities are the same as those applied to learners without disabilities. As set out in the Academy's Admissions Policy, the Academy complies fully with the Equality Act 2010, the Haringey Fair Access Protocol and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils;

- In accordance with the Academy's Admissions Policy, all learners whose EHCP names the Academy will be admitted before any other places are allocated;
- We have an Accessibility Plan through which we are making improvements to the Academy environment over time, for example, we are removing minor barriers to movement around the Academy for our pupils with limited mobility;
- The environment is adapted to the needs of pupils as required and ensure those pupils who have limited mobility can access:  
lifts; Disabled toilets and Evacuation chairs  
We undertake a regular review of the Academy site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the and Visual Impairment Support Service provide guidance, advise and equipment for a student with particular access or support needs.

We have a range of equipment designed to support the development of students' coordination and motor skill, such as: laptops, chrome books and voice recorders.

The Academy's Accessibility Policy can be found on our website

- For some students with special educational needs, we provide specialist equipment including digital technology: for example, laptops and access to iPads. Our students have access to our on-site gym and swimming pool facilities. Each classroom is fitted with interactive whiteboards  
Our Academy uses a range of communication methods to ensure that information is accessible: This includes:
  - Internal signage;
  - Large print resources;
  - Pictorial or symbolic representations

## 21. Support for improving emotional and social development

The Academy takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PSHE curriculum.

We encourage students to develop confidence and resilience through day-to-day teaching.

We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.

We have a pastoral support team who each have their own visible office space to support the students.

The School Within a School provides emotional and behavioural support for students requiring additional support and respite to adapt to the mainstream Academy

We have a zero tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons.

We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached. For pupils who need additional emotional support, it may be useful for them to access one of our pastoral interventions, such as counselling and Mental

Health Support Team.

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEND are encouraged to be part of the Academy council
- Learners with SEND are also encouraged to be part of the lunchtime and social skills club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

## 22. Welfare and examinations

### Welfare and safeguarding needs

The setting recognises that learners with Special Educational Needs or learning difficulties may be at risk of being bullied and benefit from extra support to keep them safe. The setting has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Safeguarding staff are aware of how to identify any additional risks for learners with SEND.

Learners with SEND are more vulnerable. Particularly those with communication and interaction needs.

Adults who work with learners with SEND should be aware of the additional needs they may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some learners may be vulnerable because they:

- have additional communication needs
- adults may believe that their behaviour is linked to the special educational need
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

### Examinations

Learners who have been diagnosed with a learning difficulty/SEND may be eligible for additional arrangements in public examinations - Exam Access Arrangements. In order to qualify for an Access Arrangement a student must have a disability. According to the Equality Act 2010 a disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities. The impairment must have lasted, or be likely to last, for 12 months or more. They can also be considered for candidates with temporary injury.

Exam Access Arrangements can allow a student rest breaks, use of assistive technologies, a smaller setting, extra time and in some cases a reader and/ or a scribe.

These students will be tested for their eligibility at the appropriate time. Support will also be made available during assessment sessions and mock examinations. Students cannot be formally assessed for Access Arrangements prior to year 9.

The JCQ set specific guidelines regarding the standard scores that enable a student to be eligible for Access Arrangements; these are not set by the school. A student may find, for example, completing tests in a fixed time period difficult, but without the appropriate evidence or scores below a certain level, they will not be eligible for Access Arrangements.

The examination access arrangements can only be granted by the regulatory authority (JCQ) if:

- a) Thresholds of assessment and need have been met
- b) The access arrangement can be evidenced as 'normal working practice' for the student.

No access arrangement is formalised before the end of Year 9/start of Year 10 and any arrangement made before that time is essentially part of the assessment process

Parents/carers must declare at the time of enrolment and when completing the school application form if their child has any medical or psychological condition, SEND, previous Exam Access Arrangements at another educational establishment or any other issues that may require an Exam Access Arrangements.

Parents are asked to liaise with your learner's class teacher or the SENCo in good time with respect to this. All staff within the setting will liaise with the examinations officer and SENCo to ensure these arrangements are upheld.

## 23. Working with other agencies

Teaching and support staff work closely with members of specialist services which provide support for our Academy. A full range of these services works in our Academy are:

Specialist Service and type
Haringey Educational Psychologists Service: (EPS)
Haringey Language and Autism Support Team (LAST)
Haringey Speech and Language Therapist Mainstream Schools Service
Haringey, Enfield and Barnet NHS: Children and Adolescent Mental Health Service (CAMHS)
Haringey Sensory Support Team: Deaf and Vision Impairment
Haringey Learning Partnership
Occupational Therapists
Community Policing Team
School Health Team: School Nurse
Trailblazers – umbrella SEND support eg speech and language
Hope in Haringey

## 24. Complaints about SEND provision

We need to know immediately if your learner's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure. Complaints about SEND provision in our Academy should be made to **SENCO** in the first instance.

The parents of learners 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

## 25. Contact details of support services for parents of learners with SEND

National charities that offer information and support to families of children with SEND are:

Sister-Sister – mentoring programme for girls

SENDIASS Team: <https://markfield.org.uk/haringeys-SEND-information-advice-support-service/>

– information sharing for parents of students with SEND

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 26. Contact details for raising concerns

SENDO: Valerie Sweeney, [vsw@dukesacademy.org.uk](mailto:vsw@dukesacademy.org.uk)

Second in Charge SEND: Sasha Sappleton-Stone, [sst@dukesacademy.org.uk](mailto:ss@dukesacademy.org.uk)

## 27. The local authority local offer

Our contribution to the local offer is: <http://www.dukesacademy.org.uk/about-us/academy-policies-and-procedures/>

Our local authority's local offer is published here: <https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/contact-send-local-offer>

## **28. Monitoring, evaluation, and review**

The Trust will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of learners with SEND and may wish to consult support services used by the Academy other academies and parents. The Trust will advise the Academy as to whether any amendments to the policy are required.

## **29. Links with other policies and documents**

This policy links to our other policies including:

- Accessibility Policy
- Child Protection and Safeguarding Policy
- First Aid and Administering Prescribed Medicines Policy
- Children with Health Needs who cannot attend school
- Equality Policy
- Behaviour Policy
- Admissions Policy
- Local Authority Local Offer
- Exclusions Policy
- Anti-Bullying Policy