

# Special Educational Needs and Disability Policy

FOR

**Monkton Academy**



Adopted by Governing Body: January 2025

Date of Review: January 2026

## **Our Ethos and Values**

Here at Monkton Academy, we pride ourselves on our school vision of 'Inspire, Achieve, Empower'. We believe that all pupils are capable of success regardless of background, beliefs, Special Educational Needs and Disability (SEND). We are committed to providing an inclusive environment for all pupils to flourish and feel included in every aspect of school life. We aim to raise the aspirations of all pupils during their time at Monkton Academy and ensure that they receive the best support and care throughout their time with us. We are committed to every pupil reaching their full potential by the time they leave us at the end of Year 6 and ensure all pupils are prepared as possible for the next steps in education, and indeed life, upon leaving us.

At Monkton Academy, every teacher is a teacher of every pupil, including those pupils with SEND. We believe that high-quality teaching is vital in ensuring support and progress of all pupils initially, while we have measures in place to improve the outcomes of those pupils who require a little more support.

## **Our Aims**

Our SEND policy aims to detail how our school enables all pupils to achieve their full potential, alongside setting out how our school will do its best to provide the necessary provision for pupils with SEND. We aim to do this by:

- Making sure our school fully implements national legislation and guidance regarding pupils with SEND
- Setting out how our school will:
  - Support and make provision for pupils with SEND
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Support pupils with SEND fulfil their aspirations and achieve their best
  - Support pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explaining the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicating with, and involve, pupils with SEND and their parents/carers in discussions and decisions about support and provision for the pupil
- Making sure the SEND policy is understood and implemented consistently by all staff

## **Legislation and guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly pupils with a disability or with special educational needs

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

### **Inclusion and Equal Opportunities**

At Monkton Academy, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **Definition of SEND**

#### **Special Educational Needs**

Monkton Academy define SEND in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 pupils or young people of the same age by mainstream schools.

#### **Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Monkton Academy will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **Roles and Responsibilities**

#### **The SENCo (Nichola Graham)**

The SENCo will:

- Inform any parents that their child may have SEN and then liaise with them about their child's needs and any provision made
- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in school
- 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 SEN, including those who have Education, Health and Care Plans (EHCP)
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school, make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority and/or school in a timely manner
- Work with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **SEND Governor (Alison Sharp)**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision in the school
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out and monitor the effectiveness of how these are carried out

### **The Principal (Steve Bowler)**

The Principal will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- 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, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupils' needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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 and the SEND information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent/carer, the pupil and the school
  - Listen to the parents/carers' concerns and agree their aspirations for the pupil

### **Parents/Carers**

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

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the child'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 child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on their child's progress

The school will take into account the views of the parent/carer in any decisions made about their child.

### **The Pupil**

Our pupils 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 them:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **SEND Identification, Assessment and Provision**

Monkton Academy will have due regard for 'The Special Educational Needs and Disability Code of Practice' when carrying out our duties towards all pupils with special educational needs, and we will ensure that discussions are held with parents/carers when SEND provision is being made for their child.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area and their needs may change over time.

### **The Four Area of Need**

#### **1. Communication and interaction**

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

#### **2. Cognition and Learning**

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

#### **3. Social, Emotional and Mental Health**

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

#### **4. Sensory and/or Physical**

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

All teaching staff are responsible for identifying pupils with SEND, and in collaboration with the SENCo, will endeavor to identify pupils requiring **different** or **additional** support as early as possible.

At Monkton Academy, the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments we may need to make.

We adopt the following procedures for identification and assessment:

- The pupil in context profile
- The analysis of assessment data
- Teacher assessments
- Record of the in-class support, provision mapping the support the pupil has had to inform identification of needs
- The completion of teacher concern forms
- Following up parental concerns
- Tracking individual pupil progress over time, including termly tracking of every pupil for Reading, Writing and Mathematics
- Information from previous schools
- Information from other services

In addition, class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

Furthermore, SENCo run-around and termly pupil progress meetings support the early identification of pupils who may have SEN.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the concern with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. However, any pupil whose progress and attainment is of concern will be placed on a monitoring register and will be monitored closely and additional support may be given. Discussions will be held with parents/carers and they will be involved in the decision making. If the concern remains, it is likely the pupil will move onto the SEND register following discussions between staff, pupil and parents/carers.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

If a pupil is joining Monkton Academy, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an EHCP

then we will work in a multi-agency way to make sure we get relevant information before the pupil starts, so support can be put in place as early as possible.

### **Consulting and Involving Pupils and Parents/Carers**

At Monkton Academy, we understand that parents/carers are the experts when it comes to their child's needs and aspirations. Partnership working is an important element of our provision and when we are aiming to identify whether a pupil needs special educational provision, early discussions with the pupil (where appropriate) and their parents/carers will be held. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for meetings and attendance at review meetings

### **The Graduated Approach to SEN Support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach. The graduated approach is outlined in the SEND Code of Practice and it recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a pupil may experience. In order to support our judgements, the Local Authority 'SEND Range Descriptors' allows us to consider and allocate provision appropriately, using a language common to professionals across the authority.

#### **1. Assess**

The pupil's class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.



The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (CPOMS) and will be made accessible to staff in a Learning Profile.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

### **Levels of support**

#### **School-based SEN provision**

Pupils receiving SEN provision will be placed on our SEND register. These pupils have needs that can be met through our graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### **Education, Health and Care (EHC) Plan**

Pupils who need more support than is available through our school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### **Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking and reviewing pupils' progress towards their targets each term during SENCo run-around and termly reviews
- Reviewing the impact of interventions at the end of each term and analysing the entry and exit data.
- Using pupil's views questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding regular book reviews and learning walks carried out by the Principal and SENCo with a focus on pupils with SEN.
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents through termly questionnaires

### **SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **Expertise and Training of Staff**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of the staff are discussed through regular consultation with our linked Educational Psychologist. Whole staff training happens on an annual basis, with a focus on a prevalent area of provision required for school. Staff in school (both teaching and non-teaching) are offered a wide range of training in addition to this across each school year, the SENCo will assist in finding those most relevant to current practice.

All staff (both teaching and non-teaching) undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around our SEND provision and practice. Furthermore, this allows time to discuss the needs of individual pupils.

The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

Local links are also established with SENCos in neighbouring schools, including our feeder school, Monkton Infants.

### **Link with External Professional Agencies**

We liaise with the following services as appropriate to meet the needs of pupils within our care:

- Educational psychologists

- Specialist teachers from the educational psychologists team
- Inclusion team
- Speech and language therapists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Lifecycles
- CYPs
- Pupil and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision. (See our Admission policy for further details).

### **Complaints about SEND Provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCo in the first instance. They will be handled in line with the school's complaints policy (<https://monktonacademy.co.uk/policies-2/>) If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### **Monitoring and Evaluation Arrangements**

#### **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out above.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### **Monitoring the policy**

This policy will be reviewed by the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### **Links with other Policies and Documents**

This policy links to the following documents:

- SEND Information Report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality Rights for All
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / Pupil protection
- Pupil on Pupil
- Complaints procedures