



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

**September 2021-2022**

**Date of Policy : September 2021**

**Date of Next Review: September 2022**

**We exist to provide exceptional opportunities for all our pupils so they can develop their potential to reach the highest levels of education**

**ASPIRE. BELIEVE. EXPLORE. ACHIEVE**

### **1. OVERVIEW**

At Diamond Academy, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents/carers, children, the LA and other partners.

### **2. AIMS AND OBJECTIVES**

At Diamond Academy we aim to provide a stimulating, safe and happy environment that enables all pupils to maximise their potential whilst also learning to respect others, their environment and to promote their well-being and self-esteem.

#### **2.1 AIMS**

We aim to do this by:

- Providing a focus on outcomes for children rather than hours of provision/support
- Raising the aspirations and expectations for all pupils with SEND.
- Enabling each pupil to partake in and contribute fully to academy life.
- Endeavouring to understand and meet the individual needs of each child.
- Working closely with parents /carers and external agencies to meet a pupil's needs.
- Including the views of the child and their parents/carers in monitoring and reviewing provision.
- Making reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- Ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

## 2.2 OBJECTIVES

Our objectives are to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2014)
- Operate a 'graduated' whole academy approach to the management and provision of support for pupils with SEND.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work in line with the SEND policy.
- Provide support and advice for all staff working with pupils with SEND.

## 3. COMPLIANCE

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

[Part 3 of 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 for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report  
Equality Act: Advice for Schools (DfE Feb 2013)

The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)

Pre-key stage 2: pupils working below the national curriculum assessment standard (2018)

Safeguarding Policy

Accessibility Plan

Teachers Standards (2012)

## 4. DEFINITIONS

A pupil has SEN 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.

## 5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

5.1 At Diamond Academy we are committed to the early identification of Special Educational Needs, which then helps us to identify what provision the pupil needs.

In deciding whether to make special educational provision, the teacher and SENCo consider all the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress. Academic progress would be a cause for concern if it:

- 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

Additionally, where a pupil is not making progress with their wider development because of social and/or emotional difficulties, SEND provision would be considered to enable the child to make a successful transition to their next stage in learning.

Identification can also be supported in the following ways:

- Information from the child's previous school
- Parental concerns
- Classroom observations by the teacher, SENCo, SLT or outside agency
- Patterns of behavioural incidents
- Individual assessments carried out by the class teacher, a teaching assistant trained to carry out the assessments or the SENCO e.g. standardised age reading and maths tests.
- Assessments carried out by outside agencies

5.2 When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (p 86). These are as follows:

- **Communication and interaction** – this includes children with speech, language and communication needs and those who fall on the autistic spectrum (ASD).
- **Cognition and learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties, impulsive behaviours or attachment disorder.
- **Sensory/physical** – this includes children with sensory impairment, visual impairment, hearing impairment or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment.

## 6.0 A GRADUATED APPROACH TO SEND SUPPORT

The code of practice outlines a graduated response to pupils' needs, recognising there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the academy's usual differentiated curriculum and strategies. At Diamond we use 'Assess, Plan, Do, Review' documents to record the information of pupils who receive SEND provision.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may, or may have SEND.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports a pupil in making good progress and securing good outcomes. This is known as the graduated approach and may highlight where the support of more specialist expertise is required.

### 6.1 ASSESS

In identifying a child as needing DSEN support the class teacher, working with the SENCO should:

- Carry out a clear analysis of the pupil's needs, drawing on teacher assessment and experience of the pupil
- Take into account their previous progress and attainment
- Consider the pupil's development in comparison to their peers and national data
- Consider the views of parents/carers, the pupil's own views and, if relevant, advice from external support.

### 6.2 PLAN

Where it is decided to provide a pupil with SEN support, the parents/carers are notified. The teacher and SENCo will agree, in consultation with the parent/carer and pupil, the adjustments, interventions and support to be put in

place, as well as the expected impact on progress, development or behaviour. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary, plans will outline parental/carer involvement to contribute towards progress at home. All teachers and support staff that work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

### **6.3 DO**

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one to one teaching away from the main class teacher, they still retain responsibility for the pupil. They 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 continues to support the class teacher with further assessments of the child's strengths and areas to develop and advise on the most effective package of support.

### **6.4 REVIEW**

The effectiveness of the support and interventions and their impact on the pupil's progress is evaluated and reviewed at least termly and takes into account the views of the pupil and parents/carers. The teacher, working with the SENCO, will revise the support in light of the pupil's progress and development. Deciding on any changes to the support and outcomes and agreeing these with the parent/carer and child. This usually happens during a Parent/Carer consultation meeting held termly, although additional SEN review meetings are held for children in Wrens and Herons classes.

Where a pupil has an EHCP, the local authority, in co-operation with the academy, must review that plan at least yearly.

### **7.0 DISABILITY**

Many children who have SEND may have a disability under the Equality Act 2010; that is, *'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. *'Long term'* is defined as *'a year or more'* and *substantial* is defined as *'more than minor or trivial'*. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where there is a disabled child requiring special educational provision, they will also be covered by the SEN definition.

The academy Accessibility Plan can be found in the policies section of the academy website.

We must observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children
- We must make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

### **8.0 SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

Diamond Academy recognises that pupils with medical conditions should be properly supported so they have full access to education, including trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the academy complies with its duties under the Equality Act. Some may also have Special Educational Needs and may have an EHCP which brings together health and social care needs.

### **9.0 EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS**

#### **9.1. ASSESSMENTS**

Where, despite the academy having taken relevant and purposeful action to identify, assess and meet disability and/or the SEN of the child and they have not made the progress expected of them, the academy will consult the local authority guidance document and decide if it is appropriate to pursue a request for an Education, Health and Care Needs Assessment, with parental/carer permission. Parents/carers also have the right to independently request an EHC Needs assessment through the local authority.

## **9.2 PLANS**

Pupils with an EHCP will have access to all arrangements for pupils on the SEND register, as well as further tailored support outlined in their EHCP. In addition to this, they will have an annual review of their plan.

## **10.0 CRITERIA FOR EXITING SEND SUPPORT (SEND REGISTER)**

If it is felt pupils are making progress which is sustainable, they may be taken off the SEND register. The views of the teacher, SENCo, pupil and parents/carers will be taken into account as well as any professionals involved with the child. If it is agreed by all to remove the pupil from the register, then all records will be kept until the pupil leaves the academy and will be passed on to the next setting. The pupil will continue to be monitored in line with the academy's usual monitoring procedures.

## **11.0 ADMISSIONS ARRANGEMENTS**

The Academy Council follows the admissions arrangements laid down in the academy's admissions policy, which do not discriminate against pupils with SEND.

## **12.0 TRANSITION ARRANGEMENTS**

For children with an EHCP or medical needs joining the academy, a Transition meeting is held with the child's parents/carers and the pupil (if appropriate), the current setting SENCO, the academy SENCo, the academy teacher and any other professionals involved with the child.

Where pupils joining the academy have been identified as having SEND, the SENCo will contact the previous school to find out as much information as possible.

When moving to year 7, additional transition meetings are held for vulnerable children. For children with an EHCP, a meeting will be organised with the receiving setting and this usually happens in the annual review meeting.

## **ROLES AND RESPONSIBILITIES**

### **13.1 The SENDCO is Mrs Caroline Clarke**

The SENDCo will:

- Work with the Interim Principal and the Academy Council member for SEN to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school'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 school 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 SEN up to date

### **13.2 The Academy Council member for SEN is Emma Culley**

The Academy Council member will:

- Help to raise awareness of SEN issues at Academy Council meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the Academy Council on this
- Work with the Interim Principal and SENCO to determine the strategic development of the SEN policy and provision in the academy.

### **13.3 The Interim Principal is Mary Foreman**

The Interim Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **13.4 Class teachers**

Each class teacher is responsible for:

- 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 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

### **13.5 Teaching Assistants**

Teaching assistants are responsible for:

- Carrying out activities and programmes as planned by the class teacher or SENCo.
- Keep records of work completed
- Support children in class or by withdrawing small groups or individuals
- Attending relevant training
- Being fully aware of the academy's SEND, Inclusion and Behaviour policies.

## **14.0 CONSIDERING COMPLAINTS ABOUT SEND PROVISION**

We aim for a close working relationship with parents/carers and if they are anxious about any aspect of their child's education they can approach the academy to discuss their concerns. Informal complaints should be discussed first with the class teacher. Formal complaints can be discussed with the SENDCo or Interim Principal so that a satisfactory resolution can be found.