



SEND policy and information report

Policy number	25	Review period	Annual	Last reviewed	Oct 2022
Person responsible	SGL			Reviewed by:	Governor - SEND

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1. Aims

- 1.1. Our SEND policy and information report aims to:
 - 1.1.1. Set out how our academy will support and make provision for students with special educational needs (SEND)
 - 1.1.2. Explain the roles and responsibilities of everyone involved in providing for students with SEND
- 1.2. The academy aims to ensure that its ethos and values are accessible to all students, including those with SEND.
- 1.3. The academy aims to provide the structure for a student-centred process that engages student, family, the academy and other professionals in planning for and implementing high quality, needs led provision that is consistent across the academy. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.
- 1.4. The SEND Policy of Plympton Academy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are:
 - 1.4.1. Learner Focused
 - 1.4.1.1. To enable students with special educational needs to have their needs met,
 - 1.4.1.2. To take into account the views of students with special educational needs,
 - 1.4.1.3. To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
 - 1.4.2. Partnerships with parents and external providers
 - 1.4.2.1. To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
 - 1.4.2.2. To employ a collaborative approach with learners who have SEND, their families, staff within the academy, other external agencies including those from Health and Social Care,
 - 1.4.3. Compliance of current legislation
 - 1.4.3.1. To have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
 - 1.4.3.2. To ensure the Equality Act 2010 duties for students with disabilities are met, In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at the academy with medical conditions,
 - 1.4.4. Inclusion
 - 1.4.4.1. To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for all ages and for students with special educational needs,
 - 1.4.4.2. To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
 - 1.4.4.3. To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
 - 1.4.5. Leadership, Professional Support and Continuing Professional Development
 - 1.4.5.1. To share expertise and good practice across the academy and local learning community,
 - 1.4.5.2. To provide support and advice for all staff working with SEND students
 - 1.4.5.3. To make efficient and effective use of academy resources,
- 1.5. The staff and governors of Plympton Academy will also work to ensure that all SEND students reach their full potential, are fully included within the academy community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole academy approaches towards the

learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

- 1.5.1. All teachers are teachers of Special Educational Needs.
- 1.5.2. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.
- 1.6. Teaching and supporting students with SEND is therefore a whole academy responsibility requiring a whole academy response. Meeting the needs of students with SEND requires partnership working between all those involved – the Local Authority (LA), the academy, parents/carers, students, children’s services and all other agencies.

2. Legislation and guidance

- 2.1. This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - 2.1.1. [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEND and disabilities
 - 2.1.2. [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
 - 2.1.3. This policy also complies with our funding agreement and articles of association.

3. Definitions

- 3.1. A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2. They have a learning difficulty or disability if they have:
 - 3.2.1. A significantly greater difficulty in learning than the majority of others of the same age, or
 - 3.2.2. 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
- 3.3. 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.

4. Roles and responsibilities

4.1. The SENDCO

- 4.1.1. The SENDCO is Heidi Barber contactable via email at Heidi.Barber@plymptonacademy.tsat.uk
- 4.1.2. They will:
 - 4.1.2.1. Work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the academy
 - 4.1.2.2. Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
 - 4.1.2.3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
 - 4.1.2.4. Advise on the graduated approach to providing SEND support
 - 4.1.2.5. Advise on the deployment of the academy’s delegated budget and other resources to meet students’ needs effectively
 - 4.1.2.6. Be the point of contact for external agencies, especially the local authority and its support services
 - 4.1.2.7. Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
 - 4.1.2.8. Work with the principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - 4.1.2.9. Ensure the academy keeps the records of all students with SEND up to date

4.2. The SEND governor

- 4.2.1. The SEND governor will:
 - 4.2.1.1. Help to raise awareness of SEND issues at governing board meetings

- 4.2.1.2. Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- 4.2.1.3. Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy

4.3. **The principal**

- 4.3.1. The principal will:
 - 4.3.1.1. Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the academy
 - 4.3.1.2. Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4. **Class teachers**

- 4.4.1. Each class teacher is responsible for:
 - 4.4.1.1. The progress and development of every student in their class
 - 4.4.1.2. 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
 - 4.4.1.3. Working with the SENDCO to review each student's progress and development and decide on any changes to provision
 - 4.4.1.4. Ensuring they follow this SEND policy

5. **SEND information report**

5.1. **The kinds of SEND that are provided for**

- 5.1.1. Our academy currently provides additional and/or different provision for a range of needs, including:
 - 5.1.1.1. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - 5.1.1.2. Cognition and learning, for example, dyslexia, dyspraxia,
 - 5.1.1.3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
 - 5.1.1.4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - 5.1.1.5. Moderate/severe/profound and multiple learning difficulties

5.2. **Identifying students with SEND and assessing their needs**

- 5.2.1. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
- 5.2.2. Class teachers will make regular assessments of progress for all students and identify those whose progress:
 - 5.2.2.1. Is significantly slower than that of their peers starting from the same baseline
 - 5.2.2.2. Fails to match or better the child's previous rate of progress
 - 5.2.2.3. Fails to close the attainment gap between the child and their peers
 - 5.2.2.4. Widens the attainment gap
- 5.2.3. This may include progress in areas other than attainment, for example, social needs.
- 5.2.4. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.
- 5.2.5. 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 student 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.
- 5.2.6. Following the SEND Code of practice 2014 Plympton Academy's provision is organised in terms of two levels of SEND. The initial level of provision is called Quality First provision which precedes the first level of SEND:
 - 5.2.6.1. Quality First provision
 - 5.2.6.2. SEND Support provision
 - 5.2.6.3. EHC Plan provision
- 5.2.7. Quality First Provision:
 - 5.2.7.1. All students' attainment, achievements and progress are monitored by their teacher who is required to provide high quality teaching and learning opportunities, differentiated for individual students.

- 5.2.7.2. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.
- 5.2.7.3. We interpret 'inadequate' following the Code of Practice to imply progress that is different from her/his peers, at a reduced level compared to previous progress rates or a widening gap between the student's progress and her/his peers.
- 5.2.7.4. This assessment will be informed by regular reviews of progress involving the Academy's SENDCo.
- 5.2.7.5. Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the academy's Special Educational Needs Coordinator (SENDCo) to assess if a student has a significant learning difficulty and agree appropriate support.
- 5.2.7.6. The SENDCo meets regularly with Heads of Year, at least once per fortnight, to discuss any academic/social interaction/emotional concerns they may have about individual students.
- 5.2.7.7. In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.
- 5.2.7.8. When a student is considered to have a special educational need the following considerations will be taken into account:
 - 5.2.7.8.1. Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
 - 5.2.7.8.2. Shows signs of difficulty in developing literacy or mathematics skills which result in a lack of progress in some curriculum areas;
 - 5.2.7.8.3. Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
 - 5.2.7.8.4. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
 - 5.2.7.8.5. Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
 - 5.2.7.8.6. Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;
 - 5.2.7.8.7. Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
 - 5.2.7.8.8. Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5.2.8. SEND Support

- 5.2.8.1. Where a student is identified as having SEND at the SEND Support level, Plympton Academy will take action to support effective learning by removing barriers to learning and put effective special educational provision in place.
- 5.2.8.2. This will be recorded in an academy register.
- 5.2.8.3. This SEND support will take the form of a four--part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's individual needs and of what supports the student in making good progress and securing good outcomes.
- 5.2.8.4. This is known as the graduated approach – assess, plan, do, review.
- 5.2.8.5. When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support.
- 5.2.8.6. At this point, through discussion and agreement with parents/carers the student will be removed from the academy's SEND register.

5.2.9. Statutory Assessment of Needs (EHC)

- 5.2.9.1. Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the academy or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment.
- 5.2.9.2. The evidence gathered through the regular review of the graduated response will help the Local Authority (LA) in determining when this statutory assessment of needs is required.
- 5.2.9.3. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum.
- 5.2.9.4. Academies have a duty to co---operate so Plympton Academy will hold annual review meetings on behalf of Plymouth and Devon LA and complete the appropriate paperwork for this process.

5.3. **Consulting and involving students and parents**

- 5.3.1. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - 5.3.1.1. Everyone develops a good understanding of the student's areas of strength and difficulty
 - 5.3.1.2. We take into account the parents' concerns
 - 5.3.1.3. Everyone understands the agreed outcomes sought for the child
 - 5.3.1.4. Everyone is clear on what the next steps are
- 5.3.2. Notes of these early discussions will be added to the student's record and given to their parents.
- 5.3.3. We will formally notify parents when it is decided that a student will receive SEND support.
- 5.3.4. Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Plymouth Information, Advice and Support for SENDD (PIAS) (Formally, Parent Partnership). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

5.4. **Assessing and reviewing students' progress towards outcomes**

- 5.4.1. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- 5.4.2. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:
 - 5.4.2.1. The teacher's assessment and experience of the student
 - 5.4.2.2. Their previous progress and attainment and behaviour
 - 5.4.2.3. Other teachers' assessments, where relevant
 - 5.4.2.4. The individual's development in comparison to their peers and national data

- 5.4.2.5. The views and experience of parents
- 5.4.2.6. The student's own views
- 5.4.2.7. Advice from external support services, if relevant
- 5.4.3. The assessment will be reviewed regularly.
- 5.4.4. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.
- 5.5. **Supporting students moving between phases and preparing for adulthood**
 - 5.5.1. We will share information with the academy, college, or other setting the student is moving to.
 - 5.5.2. We will agree with parents and students which information will be shared as part of this.
 - 5.5.3. Where possible, the academy will help facilitate induction and transition sessions for students moving between phases
- 5.6. **Our approach to teaching students with SEND**
 - 5.6.1. Teachers are responsible and accountable for the progress and development of all the students in their class.
 - 5.6.2. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.
 - 5.6.3. We will also provide specific interventions where it is deemed that these are necessary to help students meet desired outcomes.
- 5.7. **Adaptations to the curriculum and learning environment**
 - 5.7.1. We make the following adaptations to ensure all students' needs are met:
 - 5.7.1.1. Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
 - 5.7.1.2. Adapting our resources and staffing
 - 5.7.1.3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - 5.7.1.4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 5.8. **Additional support for learning**
 - 5.8.1. We have teaching assistants who are trained to deliver interventions
 - 5.8.2. These teaching assistants will also provide support in class where it is agreed this is necessary and within appropriate use of academy resources or as stated in an EHCP.
 - 5.8.3. We work with the following agencies to provide support for students with SEND:
 - 5.8.3.1. Gateway
 - 5.8.3.2. Communication interaction teams
 - 5.8.3.3. Occupation therapy
 - 5.8.3.4. Educational psychology service
- 5.9. **Expertise and training of staff**
 - 5.9.1. Our SENDCO has significant previous experience in this role and has worked as a SENDCo in other secondary education settings.
 - 5.9.2. They are allocated five days per week a week to manage SEND provision.
 - 5.9.3. We have a team of teaching assistants who are trained to deliver SEND provision.
 - 5.9.4. We have an experienced Deputy SENDCo who is also a qualified SENDCo
 - 5.9.5. We use specialist staff for interventions where these have been agreed as being required in order for a student to meet suitable outcomes that academy staff are unable to provide.
- 5.10. **Securing equipment and facilities**
 - 5.10.1. The academy nominates a budget each year to the SEND department which is spent under the direction of the SENDCo in order to secure appropriate equipment and facilities to meet the needs of our students.
- 5.11. **Evaluating the effectiveness of SEND provision**
 - 5.11.1. We evaluate the effectiveness of provision for students with SEND by:
 - 5.11.1.1. Reviewing students' individual progress towards their goals each term
 - 5.11.1.2. Reviewing the impact of interventions after a suitable, agreed timescale has elapsed
 - 5.11.1.3. Using student questionnaires

- 5.11.1.4. Monitoring by the SENDCo
 - 5.11.1.5. Using provision maps to measure progress
 - 5.11.1.6. Holding annual reviews for students with statements of SEND or EHC plans
 - 5.12. **Enabling students with SEND to engage in activities available to those in the academy who do not have SEND**
 - 5.12.1. All of our extra-curricular activities and academy visits are available to all our students, including our before-and after-school clubs.
 - 5.12.2. All students are encouraged to go on our residential trip(s)
 - 5.12.3. All students are encouraged to take part in sports day/academy plays/special workshops, etc.
 - 5.12.4. No student is ever excluded from taking part in these activities because of their SEND or disability.
 - 5.12.5. Arrangements for the admission of disabled students will always involve the SENDCo to ensure that they are appropriately supported.
 - 5.12.6. The steps taken to prevent disabled students from being treated less favourably than other students and the facilities we provide to help disabled students access our academy are identified in the academy's accessibility plan, to be found on the academy website.
 - 5.13. **Support for improving emotional and social development**
 - 5.13.1. We provide support for students to improve their emotional and social development in the following ways:
 - 5.13.1.1. students with SEND are encouraged to be part of the academy council
 - 5.13.1.2. students with SEND are also encouraged to attend the BASE during social time to promote teamwork/building friendships etc.
 - 5.13.1.3. We have a zero tolerance approach to bullying.
 - 5.14. **Complaints about SEND provision**
 - 5.14.1. Complaints about SEND provision in our academy should be made to the SENDCo in the first instance.
 - 5.14.2. They will then be referred to the academy's complaints policy.
 - 5.14.3. The parents of students 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:
 - 5.14.3.1. Exclusions
 - 5.14.3.2. Provision of education and associated services
 - 5.14.3.3. Making reasonable adjustments, including the provision of auxiliary aids and services
 - 5.15. **Contact details for raising concerns**
 - 5.15.1. Our named contact within the academy for when students or parents have concerns is Heidi Barber, contactable at Heidi.Barber@plymptonacademy.tsaf.uk or via the main academy phone number.
 - 5.16. **The local authority local offer**
 - 5.16.1. Our local authority's local offer is published [here](#).
- 6. Monitoring arrangements**
- 6.1. This policy and information report will be reviewed by the member of the senior leadership team responsible for Inclusion every year.
 - 6.2. It will also be updated if any changes to the information are made during the year.
 - 6.3. It will be approved by the governing board.
- 7. Links with other policies and documents**
- 7.1. This policy links to our policies on:
 - 7.1.1. Accessibility plan
 - 7.1.2. Behaviour
 - 7.1.3. Equality information and objectives
 - 7.1.4. Supporting students with medical conditions