



# Policy & Procedure Guidance for Special Educational Needs & Disability Provision (SEND)

*This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.*

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The Plume Academy policy has been updated following changes to the law and statutory guidance and to reflect the changes to the Special Educational Needs and Disability Code of Practice 0-25 years July 2014.

### **The Objectives of the Special Needs Policy**

Plume Academy aims to provide outstanding education to all children and young people. We are committed to providing all students with a supportive caring environment in which students can learn and develop to their full potential. We believe that students are seen as individuals with differing interests, knowledge and skills who have the opportunity to experience success through access to a broad, balanced and differentiated curriculum regardless of their ability or need. Meeting special needs is a whole school responsibility. This means that whilst the SEND team takes a lead role in the identification and assessment of special educational needs and provides additional help and support for students across the school to ensure that they make expected progress, appropriate provision and rates of progress for students with SEND is the responsibility of all staff.

### **Definition of SEND**

- A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

At Plume Academy, we provide for the following broad areas of SEND need as stated in the SEND code of practice 2014:

- Communication and Interaction
- Cognition and learning
- Social, Mental & Emotional Health
- Sensory and/or Physical needs.

## **How do we identify children and young people with SEND and assess their needs?**

The academy follows the guidance contained in the New Code of Practice 2014. This recommends a single assessment for students under the description of Additional Needs and based on one or more of four areas of need outlined in the New Code of Practice 2014 and in section one above.

Plume Academy will screen on entry by assessing a young person's skills and attainment and build on information from previous settings if available.

Identification of students with additional needs will be determined in the following ways:

- a. recommendation of primary school attended before joining Plume Academy
- b. test results that provide standardised scores in reading, spelling, comprehension and writing
- c. results of Cognitive Ability Tests
- d. Key Stage 2 data and results
- e. teacher/parental/carers referral.

Reports and recommendations from specialist teacher, experts and professional agencies.

As part of the screening process Plume Academy will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. This includes adhering to the Joint Council for Qualifications Community Interest Company and the Standards and Testing Agency annually updated regulations and guidance regarding Access Arrangements, Reasonable Adjustments and Special Considerations.

Plume Academy will have measures in place to accurately identify young people with SEND and will place such students on 'SEND Support' in consultation with their parents/carers.

Plume Academy will do everything they can to meet the needs of young people with SEND including delivering the education elements of an Education, Health and Care Plan (EHCP).

A range of information is used to assess whether students are making 'adequate progress'.

Adequate progress can include progress which:

- ✓ is similar to that of peers starting from the same baseline
- ✓ matches or betters the student's previous rate of progress
- ✓ closes the attainment gap between the student and their peers
- ✓ prevents the attainment gap growing wider.

If a student is deemed to be making less than adequate progress, they will be added to the SEND list, as SEND support category, detailing their primary area of need.

Using the data and information gathered above, and in meeting with parents/carers and the student, SMART targets will be agreed and set, recorded on the student's one page profile, including additional support that will be given in order to enable the student to achieve these targets, in school and at home.

The students' targets, learning preferences and effective strategies for learning will be shared with all teaching staff via their One Page Profile (OPP).

Plume Academy will ensure that young people with SEND engage in the activities of the academy alongside those who do not have SEND unless a particular provision agreed with the parents/carers and the young person is in place.

Plume Academy will designate a qualified teacher to be responsible for coordinating the SEND provision (the SENDCo), who will have or be working towards attaining the National Award in Special Educational Needs Coordination.

Plume Academy will inform parents/carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

Plume Academy will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the SEND Code of Practice and publish it on their website. The SEND Information Report will set out details regarding the implementation of the SEND Policy in the academy.

Plume Academy will designate a member of the Board of Trustees to take oversight of the academy's arrangements for SEND and disability.

Plume Academy will ensure that all staff accept that SEND is their responsibility and in particular the class and subject teachers take full responsibility for the progress of children with SEND whom they teach.

Plume Academy will ensure that the quality of teaching for students with SEND and the progress made by those students are a core part of performance management arrangements. Class and subject teachers, supported by the SENDCo and Senior Leadership Team (SLT) will make regular assessments of the progress for all students and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.

Plume Academy will ensure that a Graduated Approach as set out in paragraphs 6.44 – 6.56 of the Code of Practice is in place for all young people on 'SEND Support'.

For all young people receiving SEND support, Plume Academy will make arrangements for a qualified teacher to meet the parents/carers at least three times a year to review progress and discuss support through consultation evenings, OPP building and tutor days.

After consultation with the parent/carer and young person we shall request the relevant local authority initiates an education, health and care needs assessment for any child or young person for whom we believe this is necessary.

## **Deployment and allocation of resources for students with SEND**

The academy allocates funding from its core budget, and Local Authority High Needs Top Up Funding as appropriate to fund provision and additional support for students with Special Educational Needs.

Where students have EHCPs additional funding is delegated to the academy to provide additional resources and interventions for these students from the Local Authority.

In exceptional cases, where students do not have an EHCP, but have a specific need for which additional resources must be secured, the academy can apply to the Local Authority for additional SEND funding.

Resources are deployed on a needs basis, to ensure that students are able to meet or exceed the targets set in their review meetings.

Resources might be:

- the allocation of a mentor or key worker
- extra-curricular clubs or trips/visits
- access to specific technology – hardware and/or software
- exams access arrangements
- intervention lessons – one to one or small group
- at Key Stage 4 Study Support Lessons
- learning tools such as a writing slope or coloured overlay
- adapted curriculum or access to an alternative curriculum pathway
- working with an additional adult, in the classroom, small groups or one to one
- receiving specialist teaching, mentoring or support

## **How do we assess and review progress towards outcomes?**

### ***For all students on the SEND list:***

Twice a year SEND students, parents/carers and a designated member of the SEND faculty will meet to review the students' progress against targets, identifying progress made and any additional support required.

Outcomes of this review meeting will be shared with all relevant teaching and support staff. Parents/carers are also encouraged to contact the SEND team with any concerns.

### ***For all students with EHCPs***

Reviews of EHCPs will take place annually, in addition to the tracking of progress. EHCPs will also be reviewed and amended before the young person moved between phases of education – no later than 15 February in the year of the transfer (i.e. Year 6, Year 11, Year 13)

All reviews of EHCPs from Year 9 onwards will discuss preparation for adulthood.

## **Review of the SEND List:**

On a termly basis, following the release of Pupil Progress Data, SEND faculty leaders and SEND student progress managers will review the SEND list.

Where students are now making adequate progress, and do not have a severe SEND, parents will be contacted about the intention to remove the identified student from the SEND list.

At Plume Academy, the indicators we will use to evaluate their progress will be their attainment in English, Maths and relevant standardised tests e.g. reading and spelling tests. If a student on the SEND register is meeting and/or exceeding their minimum expected progress targets in these areas, this indicates that they are performing well given their baselines, and matching or exceeding their previous rates of progress.

Once parental consent is agreed, the student will be removed from the SEND list, and placed on an ex-SEND list whose progress will also be monitored to ensure that students do not regress.

## **How do we provide support between phases of education and preparation for adulthood?**

Year 6 into Year 7 – SEND faculty team visit all key primary schools to discuss the needs of students with SEND. All students are offered an additional transition session, to increase their confidence and familiarity with the school. Parents/carers are invited to speak with the SEND on Year 6 Transition Evening.

Year 8 into Year 9 – SEND students have additional visits to Fambridge Road Campus (FRC) and as part of transition meet the key staff they will be working with in the faculty at FRC.

Year 9 into Year 10 – SEND students and parents/carers receive additional support and guidance through the options process and in putting together a programme that best suits their needs.

Year 11 into post 16 – SEND students and parents/carers are given additional support in making post-16 decisions, and taster sessions are arranged with Further Education (FE) providers if students are not remaining at Plume College. If students remain at College, it is agreed with students and parents/carers what level of support may need to be put in place to ensure that students achieve their best.

Post 16 to Post 18 – SEND students and parents/carers receive additional support in reviewing post-18 options. Where students are moving on to FE or Higher Education (HE), students may make supported transition visits to providers. The students' entitlement and history of need will also be passed on to providers. As for all students, SEND students can access the academy careers and HE advice, and this may be a meeting attended by parents/carers or with learning support assistant where needed.

### **The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured**

Plume Academy is committed to the professional development of its staff in all areas including SEND. The following provision is in place to ensure that all staff are aware of and can meet the needs of students with additional needs:

- a. the SENDCo and Deputy SENDCo deliver professional development sessions to all staff on identified areas of special educational needs and disability
- b. relevant staff attend training organised by the Local Delivery Group on identified areas of SEND
- c. staff have access to an inclusion website that provides links and information on special educational needs and disability
- d. experts and specialists are invited into the academy to deliver training sessions to all staff on identified areas of SEND.

### **Evaluating the effectiveness of the provision made for children and young people with SEND**

Plume Academy is dedicated to ensuring that it provides the highest level of service to students and parents/carers. It is constantly striving to improve the service it provides and this includes the SEND practices within the academy. In order to ensure the best possible service is given the following evaluation processes are implemented:

- a. regular meetings with the SEND link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- b. regular meetings with the Executive Principal and Joint Interim Heads of Academy to discuss and review SEND practices and policies
- c. parental/carer/student/staff questionnaires on SEND practices within the academy
- d. completion of the self-evaluation form
- e. attendance of SENDCo cluster meetings to share best practice and discuss current innovations
- f. 12 weekly reviews of intervention programmes
- g. data analysis including raise online and student progress.

### **How do we enable children and young people with SEND to access facilities and extra-curricular activities?**

As stated above, the physical environment at Plume Academy is adapted to ensure that students with physical disabilities can access the school environment. Where appropriate, students also receive in-class support from additional adults to enable them to successfully access a broad and balanced curriculum.

For extra-curricular and off-site activities, additional adult support is also secured on a needs basis to ensure that students can access the activities successfully. A risk assessment is also completed for all trips and visits to ensure that students will be safely and appropriately accommodated according to their needs. Where a student has quite severe or specific needs, a meeting will be arranged between parents/carers and key staff to agree arrangements for the trip/visit/activity.

## **Supporting and improving emotional and social development – pastoral support and measures to prevent bullying**

All students, whether they have SEND or not, will at times need additional pastoral support to ensure that their learning and progress is not affected by their well-being.

To support this at Plume Academy, students have access to a wide range of support including:

- Student Support Managers
- SEND Student Progress Managers
- Key workers
- Counselling and support groups via the Flexible Learning provision
- Counselling and mentoring from outside agencies
- Structured conversations via the achievement for all programme.

Students with SEND are surveyed separately annually on behaviour, safety and well-being issues to trace and monitor issues as they arise. These areas for development are then incorporated into the faculty raising achievement plan and reviewed termly.

Plume Academy has a range of anti-bullying programmes, that include students with SEND, and has a strong anti-bullying ethos. Extra-curricular activities such as Taxi Day promote tolerance and positive attitudes to supporting students who have SEND.

### **How do we support students with medical needs?**

For students with an EHCP, any medical needs will be incorporated here as part of the planning and review process.

Please refer to the separate Medical Needs policy for further details on support for students with medical needs who do not have an EHCP.

## **Appendix 1**

### **A. External Agencies Plume works in partnership with to support SEND students' progress**

- Child and Adolescent Mental Health Services
- Education Psychologists
- Physiotherapists
- School Nurse
- General Practitioners
- Counselling Support – Relate, YMCA, Sycamore
- Circles Farm
- Kids Inspire
- Young Carers
- Moulsham Grange
- Autism Anglia
- Information Advice and Guidance (IAG)
- Emotional Well-being and Mental Health Service (EWMHS)

## **Appendix 2**

### **Faculty Structure**

Plume Academy is a large split-site secondary school, led by the Assistant Vice-Principal for Inclusion with support from the SEND staff.

Further support is given by the Deputy SENDCo and SEND Student Progress Managers.

The focus of the SEND faculty leaders is to ensure students with SEND make good or better progress, through support and intervention and also having a key role in the professional development of teaching staff to ensure that the quality of teaching SEND students receive is at least good or better.

The SEND student progress managers have been appointed to be a first contact for parents/carers and students, providing a communication link between the academy and home and to oversee systems for monitoring and tracking the provision and progress of SEND students.

On each site we also have a team of learning support assistants who are deployed by the Student Progress Managers who also has a role in evaluating the effectiveness of learning support assistants and overseeing performance management.

Within the learning support assistant team we also have SEND or learning support assistants for Literacy and Numeracy. The role of these colleagues is to lead additional literacy and numeracy interventions, and to track targeted students' progress in these areas. They also liaise with the English and Maths faculties.

This Special Educational Needs & Disability Provision Policy was reviewed and ratified by the Board of Trustees of Plume Academy.