

## SEND POLICY

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## 1. Definition

According to the SEND Code of Practice (2014), Special Educational Needs are defined as “a child or young person has SEN 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
- 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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

*Special educational provision means:*

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

## 2. Introduction

SEND at Future Academies is a whole-school issue; every teacher is a teacher of SEND. Our mission is to support the whole school to ensure that all pupils are able to engage in their own educational success. Our aims for students with SEND are the same as the three central priorities for all Future Academies students:

1. All students make outstanding progress in all their subjects to reach their end of year targets. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.
2. All students are committed learners, showing independence, curiosity and initiative in developing their knowledge, literacy and ability to articulate their ideas.
3. Students consistently demonstrate respect and compassion for and understanding of all members of the Academy and wider community.

We do this by creating a truly inclusive school for all students. In practice this means creating an ethos where all students are valued equally and are given opportunities to reach their full potential, with support given to both student and teacher to ensure the best outcomes for students. Improved



outcomes are achieved by (i) ensuring SEND students are missing minimal lesson time, and (ii) ensuring that any interventions are evidence-based, effective and set up with clear measures of success.

The goal is to ultimately bridge any false divides between SEND provision and wider provision across the Academy. This may mean additional or specialist support in class, adjustments to the curriculum where appropriate, or a range of other interventions from our highly skilled Inclusion team. We see parents/carers as key to any success for these students, and make frequent contact to hear the views of parents/carers, as well as give feedback about students' progress.

Named persons with responsibility for SEND:

- Gary Aubin, Director of SEND and SENDCO at Pimlico Academy – [g.aubin@pimlicoacademy.org](mailto:g.aubin@pimlicoacademy.org)
- Polly Penrose, Primary Hub SENCO [P.Penrose-Jones@pimlicoacademy.org](mailto:P.Penrose-Jones@pimlicoacademy.org)

### 3. Principles

The principles underpinning SEND provision at Future Academies are:

1. Wherever possible, children have the right to education in their local mainstream school.
2. All students who attend an Academy within the Future Academies Trust are valued equally.
3. All teachers within Future Academies are teachers of students with special educational needs and disabilities.
4. All students should have access to a broad, balanced and relevant curriculum.
5. The views of the child should be sought and taken into account.
6. Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.
7. We shall work closely with and support the local authorities in which our academies are located to assist them in fulfilling their obligations under Part 3 of the Children and families Act 2014 and its associated guidance.
8. We shall ensure that each of our academies has procedures in place which allow them to fulfill both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (July 2014).

9. All academies will operate within the law.

- Part 3 of the Children and Families Act 2014
- The Special educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010

10. All academies will follow the statutory guidance in full

- Special educational needs and disability code of practice: 0 to 25 years (July 2014)
- Transition to a new 0-25 special educational needs and disability system (August 2014)

#### **4. Roles and Responsibilities**

##### **4.1 Governors**

The Local Governing Body (LGB)/Advisory Body (AB) has important statutory duties towards students with special educational needs. The Governors, with the Principal, decide the Academy's general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC). They will set up appropriate staffing and funding arrangements and oversee the Academy's work within financial constraints.

The LGB/AB will do its best to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.

The LGB/AB will ensure that a student with special educational needs joins in the activities of the Academy together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

The LGB/AB will report to parent/carers on the implementation of the academy's policy for students with special educational needs.

##### **4.2 Special Educational Needs & Disability Coordinator (SENDCO)**

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Principal and LGB, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and

external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The SENDCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition the SENDCO manages the Learning Support teachers and Teaching Assistants (TAs) in providing support to these students.

The SENDCO/Inclusion Coordinator is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

### **4.3 The Academy**

Provision for students with special educational needs and disability is a *whole school* responsibility. In addition to the LGB. Principal, SENDCO, learning support team and all other members of staff have important operational responsibilities.

All teachers at Future Academies are teachers of students with special educational needs and disability.

## **5. Assessment, Provision and Practice**

Secondary Academies 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.

Where there are a number of smaller primary academies who would benefit from a shared SENDCO role, the following sections of the Code of Practice will be adhered to:

- 6.92 It may be appropriate for a number of smaller primary schools to share a SENDCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENDCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.
- 6.93 Where such a shared approach is taken the SENDCO should not normally have a significant class teaching commitment. Such a shared SENDCO role should not be carried out by a headteacher at one of the schools.
- 6.94 Schools should review the effectiveness of such a shared SENDCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEND provision, or the progress of pupils with SEND.



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

As part of the screening process academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

Academies will have measures in place to accurately identify young people with SEND and will place such pupils on 'SEND Support' in consultation with their parents or carers.

Academies 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.

Academies 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 or carers and the young person is in place.

Academies will inform parents or 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.

Academies 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 Future Academies SEND Policy in the academy.

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

Academies will ensure that the quality of teaching for pupils with SEND and the progress made by those pupils are a core part of performance management arrangements.

Class and subject teachers, supported by the SENDCO and Senior Leadership Team will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.

Academies 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, academies will make arrangements for a qualified teacher to meet the parents (or carers) at least three times a year to review progress and discuss support.

After consultation with the parent 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.



## 6. Provision

For specific information on the provision of each academy, please see the relevant SEN Information report:

Website links:

- [Pimlico Academy](#)
- [Pimlico Primary](#)
- [Millbank Academy](#)
- [Churchill Gardens Primary Academy](#)

## 7. Other policies

Information regarding SEND can be found in many other of our policies including:

- Admissions Arrangements
- Disability and Accessibility Policy
- Equality and Diversity Policy
- Fostering Good Behaviour and the Prevention of Bullying
- SEND Information Reports

## 8. Complaints

Future Academies' complaint procedures are set out in each school's prospectus and on each website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENCO / Director of SEND
- Discuss the problem with the Principal
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Future Academies