RIPLEY ST THOMAS
CHURCH OF ENGLAND ACADEMY

SEND Policy

Originator: Mr J Bithell
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An Education for Life

OUR VISION

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

'I have come in order that you might have life - life in all its fullness.'
(John 10:10)

Ripley St Thomas C of E Academy

Special Educational Needs Policy

1. **Compliance**

1.1. This policy has been written with due regard to the following:

1.1.1. Department for Education's 'Special Educational Needs and Disability Code of Practice 0 to 25 years', January 2015.

1.1.2. Special Educational Needs and Disability Regulations 2014.

1.1.3. Children and Families Act 2014.

1.1.4. The Equality Act 2010.

1.1.5. Department for Education's 'Supporting Pupils at School with Medical Conditions', December 2015

2. **Objectives**

2.1. To identify pupils with special educational needs (SEND) at the earliest opportunity.

2.2. To support all pupils with SEND to ensure that they have full access to education with the best teaching and support available.

2.3. To ensure that the Academy's arrangements for assessing and identifying pupils as having SEND are agreed and set out as part of the Local Offer[1].

2.4. To ensure all SEND pupils have the ability to take full participation in the activities of the Academy as far as is possible.

2.5. Engage parents, children and young persons to actively take part in all decisions regarding SEND educational provision and support requirements.

2.6. To ensure compliance with the Academy's equality and diversity duties to SEND pupils.

2.7. To ensure compliance with the relevant sections of the SEND Code of Practice issued by the Department for Education (as amended from time to time).

[1] s.30 Children and Families Act 2014

3. Overview of SEND responsibility

3.1. Ultimate responsibility for compliance with this policy lies with the Board of Trustees. One of the Trustees will be identified as the SEND Trustee.

3.2. The Local Governing Body (LGB) will ensure that the Headteacher of the Academy complies with the requirements of this SEND policy and will hold the Academy to account. A member of the LGB will be designated as the SEND Governor for the Academy.

3.3. Responsibility for supervising the implementation and operation of this policy, along with its periodic review, lies with the Headteacher of the Academy.

3.4. The Headteacher may delegate responsibility for SEND at the Academy to a member of the senior leadership team.

3.5. Ripley St Thomas C of E Academy will have a named SEND Co-ordinator (SENDCo) who will report to the Headteacher or member of the senior leadership team with responsibility for SEND. The SENDCo will be responsible for the day to day operation of this policy.

3.6. The name and contact details for the SENDCo will be published on the Academy's website.

3.7. The SENDCo will work with the Subject Leaders to ensure adequate implementation of this policy for the teaching of each specific area of the Academy's curriculum.

3.8. The SENDCo will work closely with all members of staff to analyse data collected by the Academy on pupils' progress alongside national data and expectations of progress.

3.9. The SENDCo will also ensure on behalf of the Trust that the Academy uses its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made.

3.10. All members of the teaching staff have a responsibility for compliance with this policy in their lesson planning, execution and administration. They are also responsible for tracking the progress and development of pupils in their class.

3.11. All other staff at the Academy have a responsibility to comply with this policy in the exercise of their duties.

3.12. Parents are responsible for providing the Academy with sufficient and up-to-date information about their child's medical needs.

4. Key contacts

4.1. The SENDCo is Mr Jake Bithell and he can be contacted via Parentline and by phone, 01524 64496.

4.2. If you have concerns, please contact the SENDCo or the Headteacher via Parentline, by email: admin@ripley.lancs.sch.uk or by phone, 01524 64496

4.3. Support services for parents of pupils with SEND, include:

4.3.1. SENDIASS: Telephone: 0300 123 6706 and Email: information.lineteam@lancashire.gov.uk

5. Definition of Special Educational Needs and Learning Difficulty

5.1. Special Educational Needs

5.1.1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.[2]

5.2. Learning Difficulty

5.2.1. 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[3], or

5.2.2. A child who 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.[4]

6. Admissions

6.1. The Academy's admissions criteria will not discriminate against those pupils with SEND.

6.2. Pupils with an EHCP, which names the Academy as the educational provider, will be given priority under the admissions criteria.

6.3. The Board of Trustees will keep the admissions criteria under review to ensure that SEND provision is provided for as required under SEND code and the Academy's Funding Agreement.

7. Identification and Assessment

7.1. Identification of SEND will be built into the Academy's overall approach to monitoring the progress and development of all pupils.

7.2. Upon entry into the Academy all pupils will be assessed to identify their current skills and level of attainment. The data from these assessments will be collated and considered by the SENDCo with relevant teaching staff and senior leadership.

7.3. The Academy will liaise with previous schools and external agencies, where appropriate, to identify pupils with SEND.

[2] s.20 (1) Children and Families Act 2014
[3] s.20 (2)(a) as above
[4] s.20 (2)(b) as above

7.4. Regular assessments will be carried out to monitor the progress of all pupils, ensuring that any pupil with SEND is identified.

7.5. Particular care will be taken when assessing pupils whose first language is not English.

7.6. The SENDCo will work closely with staff at all levels in order to recognise any pupil behaviours which would indicate SEND during their academic performance.

7.7. Any decision regarding a pupil's SEND will be communicated to the parents and the pupil.

8. Individual healthcare plans

8.1. Where a special educational need is identified the Academy may decide to implement an individual healthcare plan to support the pupil if the SEND is also a medical condition requiring additional support.

8.2. The SENDCo is responsible for the development and implementation of individual healthcare plans for pupils with the involvement of, and in consultation with, the pupil's parents, school staff and any healthcare professionals involved in providing care to the pupil.

8.3. The Academy will include the following types of information on an individual healthcare plan:

8.3.1. the medical conditions, its triggers, signs, symptoms and treatments;

8.3.2. the pupil's needs, including medication and treatment;

8.3.3. specific support needed for the pupil's educational social and emotional needs;

8.3.4. the level of support needed;

8.3.5. who will provide the support and any training required;

8.3.6. who in the Academy needs to be aware of the condition;

8.3.7. written permission from parents to administer medicine;

8.3.8. any separate arrangements required for school trips;

8.3.9. emergency procedures.

8.4. Plans will be reviewed at least annually, or earlier if the Academy determines that evidence presented indicates that the child's needs have changed.

9. Education and Healthcare Plans

9.1. Where the Academy feels that the pupil could be further supported with the implementation of an EHCP it will work in consultation with the pupil's parents, teachers and SENDCo to develop an application to the Local Authority.

9.2. While the Academy will make every effort to support an application for an EHCP where it feels an application is appropriate, it cannot make any determination as to whether the pupil will be assessed for an EHCP or whether one will be granted, as this remains a question for

the local authority.

9.3. Where an EHCP has been granted and is in place with the Academy named within it, the Academy will use its best endeavours to meet the provision in the plan. If required to do do by a local authority, the Academy will carry out a review of the plan on the local authority's behalf.

10. SEND Provision

10.1. The broad areas of need that will be planned for are:

10.1.1. Communication and interaction.

10.1.2. Cognition and learning.

10.1.3. Social, emotional and mental health difficulties.

10.1.4. Sensory and/or physical needs.

10.2. Pupils will be provided with independent careers guidance from Year 7 until Year 13. Assistance will also be provided, alongside other agencies, to assist with the SEND pupils' transition onto the next phase of education or preparation for adulthood and independent living.

10.3. As young people prepare for adulthood outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society.

10.4. The Academy maintains a high quality of teaching to ensure the best access to education is available for all pupils.

10.5. The SENDCo will work closely with parents, teachers and children to identify any areas of strength and difficulty, any parental concerns, any agreed outcomes to be met for the pupil and what the next steps will be in order to achieve the outcomes.

10.6. Outcomes will be reviewed regularly by the SENDCo alongside teaching staff and parents.

10.7. The Academy will work closely with professionals to ensure the most appropriate support is provided for the SEND pupil.

10.8. The effectiveness of provision will be evaluated regularly and set out in the annual SEND Information Report.

11. Enabling to engage

11.1. Pupils with SEND are proactively encouraged and actively supported to engage in all aspects of school life, including the taught curriculum and timetabled lessons, cocurricular activities, and trips and visits. This is monitored by the SENDCo and Senior Leadership team. Suitable adaptations are made to facilitate this and advice sought from specialist teachers/colleagues.

12. Support for emotional, mental and social development

12.1. This includes extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying, as follows:

12.1.1. Regular pupil voice activities through quality assurance arrangements in school

12.1.2. The development of a system of trusted adults

12.1.3. Anonymous reporting systems, including the wellbeing phone

12.1.4. High presence of staff before school, break, lunch and after-school

12.1.5. A variety of spaces for all pupils to access during unstructured times e.g. lego room, games rooms, table tennis, etc

13. **Staff training and support**

13.1. The Academy will ensure that any staff involved with the provision of education or support for pupils with SEND are provided with appropriate training.

13.2. Any member off staff who provides support to a pupil with medical needs will receive suitable training.

13.3. The Academy will assess training needs by analysing the needs of the pupils, whilst also monitoring the quality of provision through regular quality assurance including pupil voice, book looks, learning walks, etc and any specialist training required will be commissioned by a professionally verified person or teacher e.g. NHS.

14. **Approach to teaching children and young people with SEND**

14.1 All pupils with Special Educational Needs will have access to a broad and balanced curriculum and in many cases will follow the same ambitious curriculum, alongside their non-SEND peers, which is taught by subject specialist teachers. We seek to ensure that all pupils are both supported and challenged within the classroom environment. Teachers, and support staff, have appropriate training to ensure that their delivery meets the needs of all pupils.

15. **Adaptations to the curriculum**

15.1. Teachers at Ripley St Thomas, as well as support staff, will make adaptations to learning based on information and key strategies provided in pupil passports and any EHCP to address potential areas of difficulty and to remove barriers to pupil achievement.

16. **Additional support for learning**

16.1. The following is indicative of support for learning that may, depending on circumstances, be made available to pupils with SEND:

16.1.1. Provision around learning e.g. additional literacy/numeracy intervention, social group work, 1:1 check ins, meet and greet at the start/end of the day, additional equipment e.g. iPads, reading pens, emotional/regulation support, input from external specialist teachers

16.2. Equipment and facilities to support children and young people with special educational needs will be secured by the SENDCo in conjunction with the Co-Headteachers and external agencies, when required.

17. **Unacceptable Practice**

17.1. The Academy considers the following actions and behaviour unacceptable treatment of pupils with SEND:

17.1.1. assuming pupils with the same condition require the same treatment;

17.1.2. penalising a pupil for their attendance if their attendances are related to their special educational need;

17.1.3. preventing a pupil from drinking, eating or taking toilet or other breaks whenever needed in order to manage their special educational need; and

17.1.4. creating unnecessary barriers to normal aspects of Academy life to pupils with special educational needs.

18. **Involvement of other bodies**

18.1. The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families, as follows:

18.1.1. Waite Psychology, Acorn Psychology, LA specialist teacher services, Reachout, we well as other services when, and if, the need arises

18.1.2. The Academy will make data on the levels and types of need within the school available to the local authority.

19. **Looked After Pupils**

19.1. Arrangements for supporting children and young people who are looked after by the local authority and have SEND are supported by the SENDCo and the Teacher in Charge of Looked After Children.

20. **Local offer**

20.1. The Academy's contribution to the local offer is published on the Academy website: https://ripleystthomas.com/curriculumoverview/send-most-able/

20.2. The wider Lancashire County Council local offer is here: https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/. The Academy cooperates with the Local Authority and details of our SEND provision and contribution can be found in our Annual SEND Information Report.

21. **SEND Information Report**

21.1. Information about the implementation of this policy will be published on the Academy's website or is available upon request.

21.2. A written report will be published annually on the Academy's website by the Board of Trustees which will comply with the requirements of the Special Educational Needs and Disability Regulations 2014 and SEND Code of Practice, as amended from time to time.

21.3. The annual written report will be updated as soon as possible during the year to reflect

changes to the information it contains.

22. **Complaints**

22.1. When a parent of a child with SEND has a complaint about the provision made at the Academy the Academy will first make an effort to resolve the issue informally.

22.2. If the issue cannot be resolved informally it will be dealt with under the Academy's Complaints Policy which can be found here: https://ripleystthomas.com/school-life/policies/