

Special Educational Needs and Disability (SEND) Policy

July 2025

Date Approved:	July 25	Review Date:	July 26	Approved by:	The Trust Board
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Preface

The contents of the policy have been determined following consultations with all current members of the school staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of Ofsted or Department of Education legislation.

A copy of this policy is held by the SENCO, the Headteacher, the Chair of Trustees and the Trustee responsible for SEND on the Trust Board. One copy will always be made available to visiting inspectors, School trustees and parents. Each member of the School staff has access to a centrally held SEND register and this policy is available for the public on our school's website.

SECTION 1

Introduction

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of students in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

The range and degree of learning difficulties, behavioural difficulties, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this Academy. It should be noted that:

1. as appropriate, the aims and objectives of the Special Educational Needs and Disability Department relate directly to those of the Academy, the Statement of Principles adopted by the LA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act 2011, the DofE SEND code of practice 2001, the new DofE SEND code of practice (0-25 years) 2015 and the Equality Act;

Special Educational Needs (SEN):

- a. Special Educational Needs (SEN): 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, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2. Disability (D)

- a. Children and young people have a disability if they have "...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", where:

- i. Long-term is defined as 'a year or more'
- ii. substantial is defined as 'more than minor or trivial'.

3. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities and those with SEN. Where a child with a disability or young person requires special educational provision, they will also be covered by the SEN definition.
4. This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The term 'parents' is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

SECTION 2

Aims

1. To ensure full entitlement and access for students with SEND to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum, where appropriate) so that they can reach their full potential and enhance their self-esteem.
2. To educate students with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
4. To enable students with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess students with SEND as early and thoroughly as is possible and necessary.
6. To fully involve parents and students in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the student his/her age and powers of understanding must be considered. The support of parents and students is crucial if a personalised Learning Plan is to be effectively implemented
7. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

SECTION 3

Objectives

These objectives are intended to show how the structures and systems that are in place actually put the aims into practice.

- a) The Headteacher and SENDCo monitor our annual intake to ensure that students with Special Educational Needs or a Disability (with or without an EHC plan) have not been refused admission or discriminated against because of their special needs. This applies equally to students who live within or outside of the catchment area. N.B. For students with an EHC plan, the LA determines admission, having regard to parental preference and in consultation with governing bodies.
- b) The SEND department works closely with the senior managers of the School Curriculum and Timetable to ensure that:
 - It is personalised, balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - It allows for differentiation according to individual needs;
 - It offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the students' needs, both present and future and that it is perceived as such by the student themselves and their parents.

- a) The SEND department offers advice and INSET (training) opportunities to ECTs, new staff and subject teachers and other departments on employing differentiated teaching methods and resources and on personalising the learning.
- b) The Special Educational Needs and Disability department at Fareham Academy:
 - provides expertise in the education of students with learning difficulties
 - provides support in Student Support for students on a contracted timetable;
 - provides support for Year Leaders in the management of students with emotional and behavioural difficulties;
 - provides care and expertise in the education of students with physical disabilities;
 - provides expertise in supporting students who have a hearing loss and the LA have allocated a space in our Resourced Provision (The Link Centre)
- c) If a student has an Educational Health Plan in place, they will receive support in line with their banding allocation of support under the guidance and review of the SENDCo.
- d) The Special Needs and Disability Department ensures that all subject staff are fully informed as to the special educational needs of any students in their charge.
- e) The SENDCo ensures that our students' Special Educational Needs are known to other schools or colleges to which they may transfer.
- f) Educational provision is achieved through personalised provision which is recorded appropriately and evaluated in a timely fashion.

Personalised adaptation of the curriculum may be required in order to match what is taught and how it is taught to the student's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEND policy statement is to be realised.

Curriculum Support staff provides a variety of experiences/activities and intervention classes during a course of a lesson or over an academic period.

- a) the SENDCo and Learning Support Staff offer advice to teachers and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as working with 'hearing impaired' students and how to best construct worksheets and scaffold learning tasks and resources.
- b) Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect.
- c) Safety is always a major concern, particularly when working in the Science labs and Technology rooms.

SECTION 4

Identifying Special Needs

1. The process of identification and assessment normally starts through liaison with our primary feeder schools.

The SENDCo attends Year 6 Annual Reviews for students with EHCPs and Year 5 reviews where deemed appropriate.

The SENDCo and Head of Student Support Services also visit our feeder schools in May / June to discuss all students who are likely to be on the Special Needs Register. These meetings form the basis of the Year 7 Alert document.

Teachers play a significant role in raising awareness of any student who has a special need that may not have been identified at an earlier stage. Any concerns are followed up with diagnostic testing and agreed intervention.

During the school year all Year 7 students take the Lucid Tests/Spelling tests/NGRT as well as having a Reading and Writing test in English.

Specific requests for support are also considered from various sources including parents, teachers etc.

Some students may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

2. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the student and their parents. Both the parents and the student have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents / students / teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has SEND. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.

Once that identification, assessment and intervention have taken place, students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews, Consultation Days.

EHCP reviews are organised as appropriate and all concerned individuals and agencies will be invited to attend.

3. To implement a model of special educational needs based upon that described in the Code of Practice (2015). The Special Educational Department offers specific support to students in the areas of speech and language, emotional literacy, literacy and numeracy.

SECTION 5

Liaison and Involvement with Outside Agencies

The Department supports a multi-disciplinary approach to maximise the educational provision for students with SEND. Many agencies and support services are able to help identify, assess and provide support for students with SEND. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named Head of Student Services to manage ELSA support.

The SENDCo and Head of Student Services are the school's in house experts on how best to access the LA's support services.

The SEND Department works with the following services which are provided by the LA and Health Authority:

1. Educational Psychology Service
2. Early Help Hub referral
3. Speech and Language Therapy
4. Physiotherapy
5. Occupational Therapy
6. Advisers with an expertise in using ICT to enhance the provision for SEN
7. Special Needs Teaching Team – staff specialising in supporting students with:
 - a) Hearing impairment
 - b) Visual impairment

- c) Downs Syndrome
- d) Autism
- e) Moderate learning difficulties
- f) Specific learning difficulties
- g) Dyspraxia difficulties

The Academy may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

SECTION 6

Monitoring and Evaluating the SEND Policy

Currently there are students who have been identified as having Special Educational Needs or Disability attending the Academy. A nominated trustee for Special Educational Needs links the SEND department with the trust board. Effective monitoring / evaluation of the SEND provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the SEND provision is undertaken is described below:

Parents

- a) The number of parents who attend "Review Meetings" (expressed as % attendance)
- b) The number of parents of students with SEND who request that their child be educated at this Academy
- c) The degree to which the students and parents have been consulted during annual reviews and transition plans
- d) Any pertinent feedback from students and parents
- e) Regular updating of the information pack for parents in the annual SEND policy review.

Students

- a) The number of Educational Health Care Plans
- b) Student achievement, e.g. increase in Reading and Spelling ages over time or awards / recognition for community based projects / sporting achievements etc.
- c) Numbers of students with SEND who pursue education after the age of 16.
- d) Routine examination by the trustees of anonymous individual SEND cases.

Budget

- a) The amounts of the budget allocated to students with and without EHCPs.
- b) Any appropriate adjustments in budget allocation to reflect changing needs.
- c) The amount of school budget (expressed as £ and %) spent on equipment / building modifications.

Planning

- a) The inclusion of Special Educational Needs and Disability issues in development planning.
- b) Time allocated to planning for students with Special Educational Needs and Disability.

Staff / INSET

- a) Involvement by all staff in INSET course relating to SEND issues.
- b) Senior Leadership involvement in SEND issues.
- c) Analysis and publication of Ofsted / HMI / LA reports.

Parental Liaison and Involvement

In everything but detail, the Department's policy for parental liaison and involvement reiterates that of the Academy. Central to both policies is the belief that, at its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the students themselves. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties.

For their part in this liaison, during a normal academic year, teachers in the department communicate with parents directly or indirectly, by means of:

- a) Data captures reported to parents of individual students, concerning, for instance, achievement and progress in lessons.
- b) "Personal" letters or emails that address some matter(s) or incidents idiosyncratic to the pupil concerned, the style and manner of which often reflect the close relationship that has developed between the teacher and the parent – this may refer to matters concerning a statement or other issues related to the SEND Code of Practice.
- c) In addition to these written communications, the departments' teachers have or create opportunities to talk with parents, and to show and explain to them examples of the pupil's work and activities.
- d) Parents are informed sufficiently in order that they can fully understand the measures the school is taking – this is particularly important during assessment and subsequent reviews. This is particularly relevant when writing the new Education and Health Care Plan (0-25 years) (SEND Code of Practice 2015) is drawn up for a student and progress is reviewed regularly. Parents', teachers' and students' views are invited and highly valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant health professionals and other agencies.

SECTION 6

The Role of the Trust Board

The Trust Board

The Trust Board will implement the new SEND Code of Practice and discharge its statutory duties by using its best efforts to secure that the needs of the vast majority of students with SEND are met by their Academy with outside help. Help from outside agencies will be procured if it is deemed necessary. All trustees are aware of their responsibilities for Special Educational Needs and Disability and discuss the issues regularly.

The Trust Board are responsible for keeping a general oversight of the Academy's SEND provision. The Trust Board may appoint a SEND sub-committee to do this oversight and some of its duties will be taken on by others such as the "responsible person".

The Trust Board and Headteacher should co-operate in producing the Academy's SEND policy statement. Sufficient staffing, training and funding must be made available to meet the aims of the policy statement and resources must be used effectively.

The Trust Board must ensure that the students with SEND integrate and experience the same educational experiences as the other students, in so far as the integration meets the needs of the SEND student, the needs of other students and allows for the efficient use of resources. They should be up to date in the following areas:

- a) The success of the SEND policy demonstrated paying particular attention to identification, assessment and provision of resources for SEND students;
- b) How monitoring and reviewing have been undertaken and how records are kept.
- c) Any significant changes made to the Academy's SEND policy in the light of the review.
- d) The use of outside services / agencies and any consultation with the LA or other schools' governing bodies.
- e) The Trust Board must inform parents if their child has SEND.
- f) The Trust Board must ensure that teachers in the school are aware of the importance of effective identification, assessment and SEND provision.
- g) The Trust Board must liaise with other bodies and agencies, (e.g. LA and other governing bodies) when it seems necessary or desirable to facilitate the co-ordination of more efficient SEND provision in the area.
- h) The Trust Board must ensure that, where the "responsible person" has been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them.
- i) The Trust Board should periodically review the SENDCo's workload in the light of requirements of the Code of Practice and make appropriate adjustments to his / her timetable.