Shoreham Academy
The best in everyone™
Part of United Learning

Title	Special Educational Needs and Disabilities (SEND) Policy
Policy Owner	**Suzanne Butler – Senior Assistant Principal, Inclusion**
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Special Educational Needs and Disabilities (SEND) Policy

Including the link to the Local Offer

Shoreham Academy is committed to equality, inclusion and securing the best possible outcomes for students with special educational needs and disabilities (SEND). This policy should be read alongside the Academy's Accessibility Policy and Equality and Diversity Policy.

The Inclusion and Learning Support (ILS) team supports students with SEND to participate fully in Academy life, develop their strengths and achieve their potential, reflecting our commitment to bringing out the ***Best in Everyone***.

Accessibility

United Learning understands its duties regarding the *Special Educational Needs and Disability Act* (SENDA) and requires each school to have a 3-Year SENDA Plan which addresses the extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum, have appropriate access to written information and physical access to curricular and extra – curricular activities. The SENDA Plan demonstrates each school's commitment to ensuring that students with physical disabilities can enter and leave the school premises in safety and comfort. Schools are also committed to ensuring that disabled students (current and prospective) are not treated less favourably and that reasonable steps are taken to avoid putting disabled students at a disadvantage in matters of admissions.

United Learning schools are required to ensure that:

a) Emergency evacuations can be accomplished safely for all students including those with Special Educational Needs.
b) Regard is had to the number, age and needs (including any SEN) of students when allocating classrooms so that they are appropriate in size to allow effective teaching.
c) Furniture and fittings are appropriately designed for the age and needs (including any SEN) of all students registered at the school.

United Learning is committed to ensuring that the application of this policy is non-discriminatory in line with the *UK Equality Act* (2010).

Aims and Objectives

The aims and objectives of the Inclusion and Learning Support (ILS) Department reflect the Academy's values and the principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Shoreham Academy **aims** to enable students with SEND to:

- Reach their full potential.
- Be included fully in the life of the school.
- Make a successful transition to adulthood.

Our **objectives** are to:

- To provide for any SEN student by addressing their need using a range of strategies as appropriate.
- To provide equality of opportunity to all students regardless of age, gender, ability, race or group *(see Shoreham Academy Equality and Diversity Policy)*.
- To encourage parents, carers and the student to be involved in decisions concerning the student's education.
- To offer all students with special educational needs a broad, balanced and appropriate curriculum.

Definition of Special Educational Needs

A child has a special educational need (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. (Code of Practice 2015)

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

These difficulties can be categorised into four main areas of need:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical Needs
- Social, Emotional and Mental Health

Students should 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 will be taught.

Identification, Assessment and Provision

Meeting the needs of students with SEND is a whole-Academy responsibility. The governing body provides oversight; the Principal ensures that statutory duties are fulfilled; the Director of Inclusion and SENCo coordinate identification, provision and review; and teachers remain responsible for the progress and development of students in their classes.

All teachers are teachers of students with SEND. Inclusive teaching is a whole-Academy responsibility.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specific staff' (Code of Practice Jan 2015)

Teachers use an ongoing cycle of planning, teaching, assessment and evaluation that reflects students' abilities, needs and interests. Where high-quality teaching alone does not secure adequate progress, the Academy considers additional or different provision.

Identification

Some students will already have been identified as having SEND at their previous school and may be supported through an Education, Health and Care Plan (EHCP) or SEN Support. The Academy plans for these students through close liaison with feeder schools and a comprehensive transition programme. The Director of Inclusion or SENCo attends Year 6 annual reviews where appropriate. Parents and carers of students with SEND are invited to an ILS open house to share their child's strengths, needs and successful support strategies before admission.

If a student is known to have special educational needs when they arrive at the academy, the Principal, Special Educational Needs Coordinator (SENCo), departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate transition/induction for the student and focus attention on action to support the student within the class.
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve carers in developing a joint learning approach at home and in school.
- The ILS leadership team uses the assess–plan–do–review cycle to consider whether an Education, Health and Care needs assessment may be necessary. Parents and carers may also request an assessment, and external professionals may recommend one. Where this step is appropriate, the team gathers evidence in collaboration with the student, their parents or carers, teachers and relevant professionals.

Assessment

Some students may have unidentified SEND. The Academy seeks to identify and assess emerging needs promptly. Assessment is an ongoing process informed by:

- Evidence from teacher observation and assessment.
- Annual Parent meetings
- Standardised assessment screening.

- Their performance within subject frameworks which are assessed termly/data captures.
- Monitoring information.
- Parental concerns.
- Student self-referral.
- Discussions with school teams as part of our tri-weekly Planning and Review Meetings.

Some students, despite receiving differentiated learning opportunities, will still demonstrate one or more of the following areas of difficulty:

- Little or no progress is made even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Communication and interaction difficulties which result in little or no progress despite the provision of a differentiated curriculum.
- Sensory or physical difficulties which result in little or no progress despite the provision of specialist equipment.
- Persistent social, emotional and/or mental health difficulties, which are not ameliorated by strategies usually employed in the school.

If assessment indicates that a student requires further support, the Academy consults the student and their parents or carers, agrees appropriate provision, records intended outcomes and reviews the impact through the assess–plan–do–review cycle.

Provision

When a student requires support that is additional to or different from high-quality teaching, the Academy puts appropriate provision in place to reduce barriers to learning and participation.

All teachers are responsible for the progress and development of students in their classes, including students who receive support from teaching assistants or specialist staff. Teachers use high-quality, inclusive teaching, reasonable adjustments and appropriate curriculum adaptations to meet students' needs.

Additional provision follows the graduated approach described in the SEND Code of Practice: assess, plan, do and review.

Levels of Support

Shoreham Academy uses a graduated, needs-led approach. Support is planned with the student and their parents or carers, reviewed through the assess–plan–do–review cycle and adjusted in response to progress and changing needs. Students may receive support from more than one level at the same time.

Universal support

This is the inclusive provision available to all students through high-quality teaching. It includes clear routines, accessible explanations and resources, appropriate curriculum adaptations, reasonable adjustments, effective assessment and strategies that reduce barriers to learning and participation. Teachers remain responsible for planning, delivering and reviewing universal support.

Targeted support

This is additional, time-limited or focused provision for students who need support beyond universal classroom practice. It may include small-group or individual interventions, keyworker support, additional adult support, targeted literacy or communication provision, wellbeing support, adapted resources or specific programmes. Intended outcomes, delivery arrangements and review points are identified so that impact can be evaluated.

Specialist support

This is individualised or specialist provision for students with significant, complex or persistent needs. It may involve advice, assessment or direct input from external professionals, specialist teaching, personalised equipment or programmes, and provision specified in an Education, Health and Care Plan (EHCP). The Academy coordinates specialist advice with classroom provision and reviews whether agreed support and outcomes remain appropriate.

The level of support is determined by need rather than diagnosis alone. A student does not need an EHCP to receive targeted or specialist advice, and receiving specialist support does not remove the teacher's responsibility for the student's progress, inclusion and access to high-quality teaching.

This additional support may involve one or more of the following strategies:

- The provision of small group interventions to support an identified area of need
- Teaching Assistant (TA) support for an identified class or group in specified lessons, where appropriate.
- The support of an allocated keyworker.
- The provision of different learning materials or special equipment.
- Access to local authority support services for advice.
- The support of external agencies as required/available.
- Signposting appropriate external services to parents/carers.
- Staff development and training to raise awareness and strengthen effective practice.
- Access arrangements, where appropriate, to enable students to demonstrate their attainment in assessments and public examinations.
- Inclusion on the Academy's SEND register.
- An Individual Learning Plan (ILP) is made available to all staff to share SEND information.

Overview of Support Interventions

In class Teaching Assistant Support: Teaching Assistants (TAs) are allocated to be in specific lessons across the curriculum to support identified students on the SEND register. They support individuals, if outlined in their EHCP, or small groups of students to access the curriculum and to aid learning.

Keyworker: A keyworker is a designated member of the ILS team who provides identified students with emotional and organisational support. Where required, the keyworker meets the student regularly to discuss concerns and helps them set and review outcomes in their Individual Learning Plan (ILP).

Literacy Support: For students who have been identified as having significant reading or literacy difficulties, a range of strategies are offered. Some students may be withdrawn from selected lessons to work in a small group. Students' progress is monitored and reviewed regularly.

Literacy programmes: Identified students may access targeted programmes such as Lexia Reading Core5 or Lexonik. Staff use assessment information to address specific reading needs, deliver individual or small-group teaching and review progress.

Speech and language support: This provision supports students with identified expressive or receptive language needs. Support may be delivered individually, in a small group or in class, with input from speech and language therapy and other professionals where appropriate.

Emotional wellbeing: The Academy recognises that emotional wellbeing can affect readiness to learn. Identified students may receive targeted small-group or individual support to develop relationships, communication, resilience and self-regulation. The wellbeing clinic provides triage and signposting to appropriate support in or beyond the Academy. Provision may include counselling and trained staff-led interventions.

Homework Club: Homework club enables students of all abilities to work on their homework with Teaching Assistant support if required. It runs every day after school for one hour. On occasions students are directed to this club for help to complete outstanding homework or coursework.

Forest School: Identified students may take part in a structured Forest School intervention. Activities use practical, nature-based learning to develop confidence, self-esteem, teamwork, independence and resilience. The format and duration are determined by need and available provision.

Individual Learning Plan (ILP): If a student has been identified as needing School Support an Individual Learning Plan is written. This provides information to teachers about students' needs and difficulties and suggests strategies to aid learning.

Access Arrangements: Access Arrangements are intended to allow attainment to be demonstrated and allow students to fulfil their potential in their GCSE exams. Students are identified according to their need and if, following additional assessment by a qualified assessor in school, required criteria is met, individual applications are made to the Joint Council for Qualifications (JCQ). If approved the access arrangement will be made available in school for assessments and examinations relating to the course syllabus.

Monitoring and Evaluation of Student Progress

The Academy monitors whether provision is meeting each student's identified needs and supporting meaningful progress.
Progress is considered in relation to the student's starting points, needs and agreed outcomes.
Indicators may include progress that:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in student's behaviour.
- Demonstrates improvements in attendance.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.
- For students with an Education and Health Care Plan there is an Annual Review meeting that reviews the effectiveness and cost of the provision. At Shoreham Academy we have an 'open door policy' which encourages communication from parents and a collaborative approach to support students with an EHCP or SEND.
- Data captures for SEND are reviewed by the ILS leadership team and inform the plan, do, assess, review cycle. If the review establishes that a student makes average to good progress, then they could be moved from School Support (K) and removed from the SEND register.
- Data captures may help to identify students who may benefit from additional support or intervention groups who have not been previously considered SEND.
- All students with SEND on the register have an ILP (Individual Learning Plan); these have targets that are reviewed annually or more frequently if required.

Staff Training

All staff share responsibility for inclusive practice. The Academy provides continuing professional development on SEND, high-quality teaching, reasonable adjustments and effective support strategies. Training is informed by identified student needs, staff development priorities and emerging guidance. Early career teachers, trainee teachers, teaching assistants and subject teams receive role-appropriate development, and the impact of training is reviewed through quality assurance and the monitoring of student provision and outcomes.

Supporting Parents and Carers

At Shoreham Academy we aim:

- To develop positive and constructive relationships with parents/carers.
- To accept and value the contribution of parents/carers and encourage participation in their child's education.

Key principles in communicating and working in partnership with parents/carers are as follows:

- To inform parents/carers when their child is first identified as having special educational needs.

- To seek parental permission before referring their child to an outside agency and undertaking any programme of support.
- To recognise that parents/carers need to be fully involved in any action taken by the school and understand the purpose of any intervention or programme of action.
- We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.
- To explain to parents/carers ways in which they can support the learning of their children.
- Parent/Carer Evenings. To be available for parents/carers in line with whole school Parent/Carer Evenings to discuss progress, Individual Learning Plans (ILPs) and any other concerns.

Transition from Year 6 to Year 7

The transfer from primary to secondary school is a crucial time for all students but may hold a particular challenge for a student with special educational needs.

In recognition of the importance of this move, Shoreham Academy has initiated the following transition programme to assist and ease the transfer process from primary to secondary school.

- The ILS team meet individual SENCos from the feeder primary schools to discuss students who are on the SEND register and have been identified as being likely to find the transition challenging. At these meetings information is shared, and each student is discussed individually. A transition Individual Learning Plan is produced which outlines main concerns and indicates any successful strategies that have been used in the primary schools.
- The ILS team meet the class teachers and discuss the needs of students with SEND to help build a holistic picture of each student.
- In addition to the whole year transition days which take place towards the end of the summer term, identified students may be invited to visit the school for additional sessions to support orientation and to meet ILS staff who will be supporting them in year 7.
- There is an 'open house' in the ILS department during transition- parents of students with SEND are invited to which gives parents the opportunity to meet members of the team and discuss their child.

Transition Post-16

- For students who have an Education, Health and Care Plan (EHCP), a post-16 special needs advisor will attend their Annual Review meeting in Year 11**.**
- For students with SEND, the ILS team will liaise with sixth-form colleges and share relevant information in accordance with transition arrangements.
- Students with SEND may be supported to research and apply for apprenticeships where appropriate.
- Students with SEND may be offered support to prepare a curriculum vitae.

Complaints Procedure

Parents and carers should initially raise concerns about SEND provision with the Director of Inclusion, who will investigate the matter with relevant staff and explain the response. If the concern is not resolved, parents and carers should follow the Academy's Complaints Policy.

Who to Contact Regarding SEND

SEND Governor – **Hannah-Adjoa Blackman**

Director of Inclusion – **Melanie Edwards**

SENCo – **Hannah Phillips**

Assistant SENCo **– Mark Bowden**

Assistant Inclusion Co-ordinator – **Alison Visser**

Senior Assistant Principal Inclusion **– Suzanne Butler**

West Sussex SENDIAS (SEND Information, Advice and Support) Service provides information, advice and support to children and young people who have special educational needs and/or disabilities and to their parent carers.

The West Sussex Local Offer provides information about local services, support and events for children and young people aged 0–25 with SEND.

West Sussex SENDIAS

This policy should be read alongside the Academy documents listed below, available from the Academy policies page.

- Accessibility Plan
- Equality and Diversity Policy
- Medical Needs Policy
- SEND Information Report
- Safeguarding Policy

Glossary of Acronyms

SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
EHCP	Education, Health and Care Plan
EHC Needs Assessment	Education, Health and Care needs assessment
ILP	Individual Learning Plan

ILS	Inclusion and Learning Support
TA	Teaching Assistant
CPD	Continuing Professional Development
JCQ	Joint Council for Qualifications
SENDIAS	Special Educational Needs and Disabilities Information, Advice and Support Service