

# SEND Policy and Information Report



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### 1. Aims

Our SEN policy and Information Report aims to:

- Set out how our academy will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At Coritani Academy we offer a wide ranging support service for students and their families. The SENCO and Staff Team work closely together to provide support within the academy and to facilitate support from outside agencies.

We offer a variety of support for students with individual needs including: in-class support, one to one or small group interventions in English and mathematics and personalised intervention packages for students with additional needs.

We also provide pastoral support packages for students who may have social, emotional and mental health difficulties.

By working closely with a number of external agencies we can offer bespoke packages.

Depending on individual needs the following members of staff may work with a student

- SENCO: D Flowitt
- Designated Teacher for Child Protection and Looked After Children: J Niland.
- Deputy Designated Teacher for Child Protection and Looked After Children: K Flowitt/N Pearson
- Literacy and Numeracy Support: J Davies, S Stothard

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out academies' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out academies' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report

This policy also complies with our Funding Agreement and Articles of Association.

## 3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream academies

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 academies.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is D Flowitt – [Admin@coritani-iet.co.uk](mailto:Admin@coritani-iet.co.uk)

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Work with the Principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all students with SEN up to date

#### **4.2 The SEN governor**

The SEN governor is R Briggs [admin@coritani-iet.co.uk](mailto:admin@coritani-iet.co.uk)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the academy

#### **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying students with SEN and assessing their needs

Students attending Coritani Academy will enter the Academy at SEN support level or have an EHCP.

We will assess each student's current skills, levels of attainment and SEMH each term, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Has unmet SEMH needs

We continue assessment beyond the curriculum with a range of in-house assessments and mechanisms including:

On-line reading and spelling tests for all students  
Reading, spelling and Mathematics tests for identified students  
Dyslexia Screening for identified students  
Dyscalculia Screening for identified students  
Close tracking of academy assessment and data.  
Discussion with teachers and observations  
Readiness for learning assessments  
Strengths and difficulties questionnaire

This identification of particular individual needs of students is a collaborative process between teachers, support staff, the SENCO, the Pastoral Team, the student and parents/guardians.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving students and parents

We will have discussions with the student and their parents each term to review special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these discussions will be added to the student's record and given to their parents.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the academy, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Academy staff work with provisions prior to entry to the Academy and continue to work closely and offer advice and support as students transition either into other provisions, return to academy or take next steps into college. Year 11 students are offered guidance and support through the Autumn term after they have left in order to ensure successful starts into post 16.

#### **5.6 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Teaching staff are supported by the SENCO providing tailored support to students across the curriculum and participate in the review process for students with special educational needs.

Support staff provide continuity of support and expertise in individual subjects, with specialist support staff in core subjects.

Support is provided to students in class, in groups or on a one to one basis under the direction of the class teacher.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, reducing the number of subjects etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We offer a wide range of intervention programmes for individual students requiring additional support.

These are led by the SENCO, Teachers and Teaching Assistants and may be short term or longer term depending upon the identified need.

Students are monitored during the period of intervention. Progress is assessed on a regular basis and decisions are made with parents and students about future support.

Additional support for students' individual needs is offered through the Isle Education Trust staff.

#### **Examples of intervention programmes offered:**

Individual spelling programmes

Literacy intervention targeting reading, comprehension writing skills

Paired or small group reading sessions

Handwriting support

Development of ICT skills

Numeracy intervention

Individual subject intervention

Life Coaching

Anger Management

Thrive support

Academy Nursing Team

### **5.9 Expertise and training of staff**

The Academy has a development plan which includes identified training needs for all staff to improve the teaching and learning of young people, including those with SEND. The Academy provides regular training on teaching and learning for all teaching staff, and has a weekly progress meeting where specific needs of young people and teaching strategies are shared.

The Academy is supported closely by the SEN team from the Trust and where additional expertise is needed the Trust SENCO provides this.

Staff at Coritani work closely with the Local Authority SEN team.

### **5.10 Securing equipment and facilities**

The Academy is designed for students with SEMH concerns and is DDA compliant with access to specialist facilities for a range of disabilities.

Further details of development can be seen in the Academy Accessibility plan.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every 10 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using readiness scales to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

### **5.12 Enabling students with SEN to engage in activities available to those in the academy who do not have SEN**

All of our extra-curricular activities and academy visits are available to all our students.

All students are encouraged to go on our trips and visits. The Academy has a series of pledges that all students aim to complete that develop cultural capital.

All students are encouraged to take part in sports activities/ Plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

**A copy of the Accessibility plan can be found on the Academy Website**

### **5.13 Support for improving emotional and social development**

We support student's emotional and mental well-being. We try to ensure that all students feel supported through a range of interventions including access to support groups for self-esteem, dealing with conflict, attendance, behaviour for learning as well as external Life Coaching as required.

Support is provided through our staff team who have specific training in a range of additional needs. When appropriate external help is sought, for example, from the Academy Nursing Team, Educational Psychologist or Children's Services.

All students at the Academy are supervised at lunch and break times and as they arrive and leave academy



A Student Leadership Team is effective in leading the development of Health and Wellbeing for all Students and all students are encouraged to participate with this process.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

The academy is able to seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Students with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The Academy Nursing Service
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language
- Medical Authorities
- Social Services
- CAMHS

The academy has access to a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

#### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our academy should be made to the Principal in the first instance. They will then be referred to the academy's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of students with SEN**

<http://www.northlincslocaloffer.com/what-to-do-if-i-am-concerned-my-child-has-send/>

Contact your local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial advice about SEND.

Contact 01724 277665 or [help@nlendiass.org.uk](mailto:help@nlendiass.org.uk)

## 5.17 Contact details for raising concerns

D Flowitt – Executive Principal – [admin@coritani-iet.co.uk](mailto:admin@coritani-iet.co.uk)

## 5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.northlincslocaloffer.com/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

## 8. Document Control

Contact	admin@coritani-iet.co.uk
Status	Issue
Publication Date	November 2019
Last Reviewed	Sept 2022
Next Review due	September 2023
Approved/Ratified by	CEO