Special Educational Needs and Disability (SEND) Policy

Person responsible for the policy	SENCO: Rachel Hurst
Date review:	September 2026
Next review	September 2027

Introduction

Armfield is an inclusive all-through Academy, situated in South Shore, Blackpool. Armfield Academy is part of the Fylde Coast Academy Trust (FCAT). As an inclusive academy we are committed to ensuring every pupil has access to an education which meets their needs and prepares them for adulthood. Armfield Academy is committed to working with all our pupils, families and a range of external partners to ensure all aspects of academy life are accessible and appropriately adapted to meet a wide range of individual needs. Armfield Academy has SENCo's in both the primary and secondary phases.

Our SEND Intent Statement

All FCAT academies strive to provide an inclusive and welcoming education for all learners, enabling pupils with SEND to be 'the best they can be,' now and in the future.

Armfield Academy aims to achieve this intent by embedding the following principles:

- Children come first.
- Positive relationships underpin all our work.
- High expectations for all – understanding that everyone given the correct support can achieve. (FCAT Improvement Model)

At Armfield Academy we aim to achieve this intent by ensuring all our pupils are cared for, valued and respected.

Definition of SEND

The definition of SEND used across Armfield Academy is taken from the SEND Code of Practice which states a child or young person has SEND if they have:

"A learning difficulty or disability which calls for special educational provision to be made for him/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 facilities of a kind generally provided for others of the same age in mainstream schools." (SEND Code of Practice, January 2015 updated 2020). Introduction section xii & xiv Pages 15 & 16)

*him/her/them

Categories of SEND

SEND is recognised as four broad areas of need:

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

At Armfield Academy we recognise pupils may have multiple needs. A pupil's primary area of need is the need which is creating the main barrier to learning.

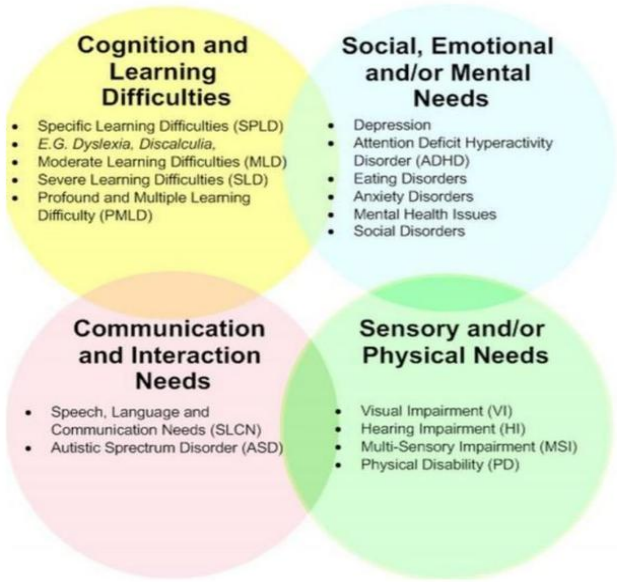

Figure 1: Categories of need

Many pupils identified with SEND needs are well placed in our inclusive mainstream provision. As an inclusive academy we strive to meet an increasing number of our pupils' needs through high quality adaptive teaching, deliberate practice and a developing Trauma Informed Approach.

Creating Enabling Learning Environments

Armfield Academy aims to provide pupils with learning environments which are:

- Emotionally supportive and Trauma Informed, with an atmosphere of encouragement and respect of individual needs.
- Welcoming for pupils with diverse needs and where reasonable adjustments are made so the curriculum is accessible for all.
- Well-resourced with appropriately adapted resources, including ICT.

- High quality, structured and tidy learning spaces appropriate to the age and developmental needs of the pupils.

Ensuring Effective SEND Provision

To enable Armfield Academy to provide high quality provision for pupils with SEND the following eight areas of practice are developed across our academy:

1) **Effective Leadership of SEND**, ensuring clear direction and accountability for SEND provision.
2) **Early and accurate assessment and identification of need**, with systems and processes which enable our SENCO (Rachel Hurst) and Assistant SENDCo's (Lauren Blackburn and Coran Sharp) to work closely with teachers, TA's and parent/ carers to support the early identification of pupils with SEND. Early identification is the process where concerns about an individual are noted and acted upon as soon as they become apparent**;** this could be prior to a child entering nursery provisions through to a need arising in year 11.
3) **High Quality Adaptive Teaching and Learning** and a Trauma Informed Approach for all pupils including those with SEND.
4) **A graduated and holistic approach to SEND provision** which is responsive to the needs, development and wellbeing of the pupils.
5) **Effective monitoring, tracking and evaluation** of pupil progress and attainment of learners with SEND.
6) **The efficient use of resources** to support pupils' needs including staff access to SEND CPD (Continuing Professional Development).
7) **SEND improvement processes** to support the identification of success and address areas which require development.
8) **Systems which ensure all academies meet their statutory responsibilities** for pupils with SEND.

Working in Partnership

Staff at Armfield Academy are committed to working in partnership with integrity and an open mind set with the following stakeholders:

- **Pupils** with SEND - listening to and responding to pupil voice.
- **Parent/carers** of pupils with SEND - working in partnership to support their child.
- **External agencies** -supporting pupils, their families and staff. At Armfield Academy we work in partnership with educational specialists and external agencies, including health, social services, as well as Blackpool Local Authority SEND teams.
- **Colleagues** across our academy and Trust - working together to develop shared staff expertise and support.

Roles and Responsibilities

All leaders at Armfield Academy are leaders of SEND and therefore have a responsibility to include developing SEND provision and meeting the needs of pupils with SEND as part of their leadership roles.

To ensure clear direction and accountability for SEND provision at Armfield Academy, the Senior Leadership Team and the SEN Team are responsible for ensuring staff work with pupils and their families to support identification of SEND. The role of the SENCo is to support staff to provide pupils with the support they require, at a level appropriate to their needs.

All teachers at Armfield Academy are responsible for meeting the needs and the progress of all pupils in their class including those with SEND.

In this policy the term 'teachers' encompasses Teaching Assistants and Support Staff who work alongside teachers to support and teach our pupils.

Interventions

Interventions are used across Armfield Academy to support pupils to progress and secure positive outcomes. An intervention is defined as, "any action or series of actions which are taken specifically to meet the particular identified needs of a pupil." (5 supporting Documents for Early Identification of Children's Needs, 2021, asset.nasen.org.uk)

Graduated Approach to supporting pupils with SEND.

At Armfield Academy we follow the Assess-Plan-Do Review cycle to monitor the impact of interventions, helping our staff to develop a growing understanding of pupil's needs and effective ways to support pupils with SEND.



Figure 2: Assess, Plan, Do and Review Cycle (APDR)

The Assess, Plan, Do, Review cycle is part of Armfield Academy's graduated SEND provision. Parents/ Carers and pupils will be supported to be involved at all stages of the graduated approach.

Graduated SEND Provision

1. Universal Provision

The first stage of provision for all our pupils at Armfield Academy including those with SEND is High Quality Adaptive Teaching, and a Trauma Informed Approach to meeting need based upon a model of deliberate practice**.**

If pupils' needs are being met, universal provision continues.

2. Universal Plus

If pupils' needs are assessed as not being fully met further micro interventions and monitoring will be implemented as part of universal + provision**.** Successful micro interventions will be recorded as part of the individual academies monitoring and transition information. This information will be shared with staff via Edukey Provision Map.

In addition, when the SENCO has information which confirms a pupil requires reasonable adjustments to meet their needs, the adjustment will be recorded as part of monitoring and transition information.

3. Targeted SEN Support

If pupils' needs are assessed as not progressing as expected, further interventions and monitoring will be implemented. These pupils are identified as requiring provision which is**,** "different from or additional to that normally available to pupils of the same age," they will receive targeted SEN support. (SEND Code of Practice, section 6 para 6.15 Page 94)

These pupils will be on the SEN register, coded K. These pupils will have a Targeted SEN Support Plan. At Armfield Academy, these are called Learning plans. Learning Plans will detail the targeted, timed interventions the pupil will receive.

SEN Learning Plans will be reviewed at least termly with families, pupils and staff as part of the assess, plan, do, review cycle. If pupils' outcomes are met, and no further outcomes are necessary the pupil will return to universal provision.

If outcomes are not met, pupils will continue to receive targeted SEN support. If needed, as part of Armfield Academy's graduated SEND provision additional external agency support will be sought to help develop the interventions being provided and ensure there are no unmet SEND needs.

4. Specialist SEND support. -Education Health and Care Plan (EHCP)

For identified pupils it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENCO will coordinate the necessary specialist support and prepare the documentation for the external assessment panel.

The assessment panel is an external body of professionals who will decide based upon all the evidence whether it is appropriate for an EHCP to be issued or for a pupil to remain on Targeted SEN support.

A pupil's EHCP will include detailed information about the pupil's needs, the arrangements to support the pupil, identified provision and agreed outcomes for the end of the pupil's current key stage.

Pupils with an EHCP will be on the SEN register, coded E. These pupils will have a Specialist SEN Support Plan (E). These are called SEN Learning Plans (E)at Armfield Academy. These Specialist SEN Learning Plan (E) will detail the targeted, timed interventions detailed in the pupils EHCP section F.

Progress towards the end of key stage outcomes identified in these pupils' EHCP will be reviewed at least termly with families, pupils and staff and will include an Annual Review.

Annual reviews will always include parents/carers and pupils. The external agencies supporting the pupil should attend the review and provide advice.

If a pupil's outcomes are met, and no further outcomes are necessary, an EHCP can cease at the annual review and the pupil will return to the appropriate level of the graduated SEND provision at Armfield Academy.

If a pupil is working towards outcomes in their EHCP, the plan will be maintained.

If needs cannot be met, as stated in the EHCP, the SENCO will call an emergency annual review to gather updated advices and consider specialist and/or alternative provision.

SEN register and monitoring list.

Armfield Academy has a SEN register. The register enables Senior Leaders, teachers and support staff to be aware of pupils' receiving targeted or specialist SEND provision.

Armfield Academy also has a monitoring list of pupils who are receiving micro interventions as part of universal + provision or have reasonable adjustments to meet their needs. The SEN team will ensure these records are accurate and kept up to date.

Curriculum Entitlement

All pupils with SEND at Armfield Academy will access a broad and balanced curriculum appropriate to the pupil's age, development and SEND needs.

Reasonable adjustments

Reasonable adjustments to academy policies regarding uniform and behaviour will be made on an individualised basis. Academy uniforms play an important role in promoting a sense of community and belonging. In accordance with the Equality Act 2010, FCAT is committed to making reasonable adjustments if a pupil's SEN needs or their disability is identified as a barrier to wearing a specific uniform item. Agreed adjustments will be determined on a case by case basis. Adjustments will be formally noted within the pupil's SEN Support Plan (K) or Specialist Support Plan (E).'

Assessment

All pupils including pupils with SEND, will be assessed formatively to ensure barriers to learning can be broken down, gaps in learning can be quickly addressed and interventions adapted to meet need. This is the start of the Assess, Plan, Do, Review cycle.

The Assess, Plan, Do, Review cycle for pupils on the SEN register will be completed formally at least termly.

Pupils will also be assessed using a range of summative assessments. Pupils' progress and attainment will be tracked and monitored to ensure there is a positive impact of SEND provision or to identify areas requiring development, these will be actioned.

Ambitious End points

Assessment information will be used to enable staff at Armfield Academy to understand each pupil's starting point. From these starting points ambitious end points will be identified for pupils with SEND.

Transition

Armfield Academy recognises times of transition are challenging for all pupils and particularly for pupils with SEND. Therefore, our SEND and Pastoral Team will coordinate meetings and or discussions with pupils, parents, feeder providers and destination organisations to ensure effective and efficient communication and transfer of information. At Armfield Academy we also recognise transition takes place every time a learner moves class or lesson**.** The SEND Team and Pastoral Team at Armfield Academy will therefore coordinate the transfer of information as appropriate to ensure that no gaps to learning occur during these times.

Staff Development

To develop staff awareness and expertise in SEND Armfield Academy supports the SEND Team to develop appropriate training opportunities for all. Our SENCo's also receive support from the Director for SEND and colleagues across FCAT.

The Local Offer

Armfield Academy works in partnership with Blackpool Local Authority as an agency partner in the development, review and publication of the Blackpool Local Offer. The Blackpool Local Offer gives pupils with SEND and their families' information about the support services. Blackpool local authority provides for pupils with SEND. This includes access to impartial advice from the SEND Information Advice and Support Survives (SENDIASS).

The Local Offer can be assessed through this link:
https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx

Appendix 1

Specific Roles and Responsibilities in meeting the needs of pupils with SEND.

All staff have a responsibility to work towards meeting the needs of pupils with SEND. This includes the following specific SEND roles across FCAT and within each academy.

Trust Level

The Board of Trustees

In cooperation with the Chief Executive Officer (CEO) the Trustees agree the Trust's SEND policy and approach to provision for SEND pupils maintaining oversight of the Trust's work. In addition, the Trustees appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of pupils with SEND, reporting on the Trust's policy in relation to SEND.

CEO and Executive team

The CEO is responsible and accountable across the organisation for implementing strategy, leading growth, and representing the Trust. The CEO of FCAT works directly with the Executive FCAT Team, the Director for Primary and Director for Secondary, to ensure every pupil including those with SEND receives a high-quality education.

Director for SEND

The Director for SEND is responsible for providing strategic direction for SEND across the Trust and is responsible for facilitating cooperation and knowledge sharing across the Trust to ensure pupils with SEND receive a high-quality education. This role includes carrying out Solution Focused SEND Reviews across the Trust.

FCAT Governors

Each academy's Governing Body has appointed a Governor to champion the needs of pupils with SEND. The role of the FCAT Governor is a strategic role. A key part of this role is to monitor and professionally challenge SEND and inclusion provision whilst supporting the well-being of our SENCo's. FCAT SEND Governors attend termly network meetings to enable them to receive training and liaise with the SEND Trustee.

Academy Level

Headteacher

The Headteacher for each academy is responsible for the leadership and management of all aspects of their academy's work including provision for pupils with SEND. The Headteacher works closely with the academies' SENCo's to ensure pupils with SEND have their needs met. The Headteacher keeps the Governing Body fully informed about SEND provision and impact.

SENCO (primary and secondary)

The SENCO's in collaboration with the Headteacher and Governing Body determine the strategic development of the SEND policy and provision in their academy to ensure the well being and progress of pupils with SEND. The SENCO's are responsible for the day to day development and operation of the SEND policy and coordination of the provision made for individual pupils with SEND. The SENCo's work closely with pupils, staff, parents /carers and other agencies.

The SENCo's provide professional guidance to colleagues with the aims of securing high quality adaptive teaching for pupils with SEND. The SENCo's collaborate with class teachers, so that learning for all pupils has equal priority and available resources are used to maximum effect.

Support for staff and pupils is achieved through the: analysis and assessment of pupils' needs, progress and achievement; monitoring and supporting the development of high quality adaptive teaching and the setting of targets for improvement. The SENCo's request external professional involvement and advice, when appropriate, this may include advisory teachers, educational psychologists and speech and language therapists.

The SENCo's work with the Headteacher and the academy's SEND Governor to ensure the academy meets its legislative responsibilities, regarding SEND. This includes keeping an accurate register of pupils with SEND; developing and publishing an annual SEND Information Report and SEND policy. Ensuring there is a Link to the LEA Local Offer and FCAT Accessibility Plan via the academies' website.

Teachers

Teachers are responsible for meeting the needs and the progress of all pupils in their class including those with SEND. Teachers strive to deliver High Quality Adaptive Teaching and a Trauma Informed Approach based on accurate assessment to meet the needs of pupils with SEND. Teachers with the support of the SENCo identify, as early as possible, pupils with SEND within their own class. Teachers consult with the SENCo to meet the needs of pupils with SEND in their class. Teachers liaise with and support parents /carers of pupil in their class at all stages of the graduated approach and ensure SEND related paperwork for pupils in their class is kept up to date and is of high quality. Teachers ensure Teaching Assistants and Support Staff assigned to their class are well deployed and effective.

Teaching Assistants (TAs) and Support Staff

Teaching Assistants and Support staff, with the support and direction of the teacher and SENCO's, support, teach and assess pupils. They take time to develop their knowledge of the needs of the pupils therefore helping to break down barriers to learning and support pupil progress in a way which maximises pupil's independence and self-esteem.

External Agencies

External Agencies work in partnership with academy staff and parents /carers to share their expertise and professional support to help meet the needs of pupils with SEND.

Parents/ Carers

The relationship between parents/carers is crucial to all pupil's educational progress and wellbeing. Therefore, all academy staff work towards achieving positive and effective partnerships with all parents/ carers.