

## Special Educational Needs and Disability (SEND) Policy

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Date review:	September 2024
Next review:	September 2025

### Introduction

Aspire is an inclusive secondary academy, situated in Blackpool. Aspire 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. Aspire 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.

### 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.

Aspire 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 Aspire Academy we aim to achieve this intent by ensuring all our children/pupils/students are cared for, valued, respected and supported to succeed to the best of their ability.

### Definition of SEND

The definition of SEND used across Aspire 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 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 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/they/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 Aspire 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.

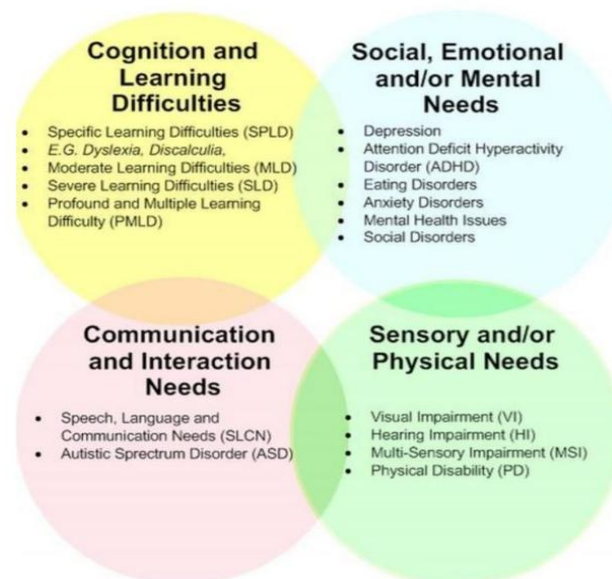


Figure 1: Categories of need

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, and a developing Trauma Informed Approach.

## Creating Enabling Learning Environments

Aspire 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 Aspire 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 SEND Team to work closely with teachers, TAs 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 in Year 7 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 Aspire 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 Aspire Academy we work in partnership with educational specialists and external agencies, including health, social services, as well as Blackpool and Lancashire 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 Aspire 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 Aspire Academy the Senior Leadership Team, which includes the SENDCo are responsible for ensuring staff work with pupils and their families to support identification of SEND needs and support staff to provide pupils with the support they require, at a level appropriate to their needs.

All teachers at Aspire 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 Aspire 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](https://asset.nasen.org.uk))

## Graduated Approach to supporting pupils with SEND.

At Aspire 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 Aspire’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 Aspire Academy including those with SEND is High Quality Adaptive Teaching and an emotionally supportive approach to meeting need. If pupils' needs are being met, universal provision continues.

### 2. Universal Plus

If pupils' needs are assessed and identified as not progressing as expected, they may require some small adaptations to the curriculum and can be identified at 'Universal Plus' level.

With these reasonable adjustments, these pupils remain at age expected levels when their progress is analysed. These pupils will be recorded on the Universal Plus Register. Provision will be reviewed at each data collection.

Universal Plus pupils will have a Pupil Passport (one-page profile), which is used to tell teachers information about the pupil, including strengths and difficulties, their barriers to learning, any reasonable adjustment they may require. A Pupil Passport is written as a person-centred document, which involves writing in the pupil's voice. A Pupil Passport is updated at least annually.

The graduated assess, plan, do, review model will be used to ensure that the adaptations are ensuring the pupil remains at age expected levels.

### 3. Targeted SEND Support

If pupils' needs are assessed and identified as not progressing as expected, 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 SEND register, coded 'K'. These pupils will have a targeted SEN Support Plan. At Aspire these are called 'Learning Plans'. The Learning Plan will detail the targeted, timed interventions the pupil will receive.

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.

Targeted SEND Support pupils will have a Pupil Passport (one-page profile), which is used to tell teachers information about the pupil, including strengths and difficulties, their barriers to learning, any reasonable adjustment they may require. A Pupil Passport is written as a person-centred document, which involves writing in the pupil's voice. A Pupil Passport is updated at least annually.

If outcomes are not met pupils will continue to receive targeted SEN support. If needed, as part of Aspire 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.

These formal reviews will include parents/carers, young people and academy staff and will take place as follows:

\*Reviews at Progress Evenings will take place with the SENDCo or Assistant SENDCo

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	Review 1: Progress Evening 14 <sup>th</sup> November 2024*	Review 2: with a member of the SEND Team	Review 3: with a member of the SEND Team
<b>Year 8</b>	Review 1: with a member of the SEND Team	Review 2: with a member of the SEND Team	Review 3: Progress Evening 24 <sup>th</sup> April 2025*
<b>Year 9</b>	Review 1: with a member of the SEND Team	Review 2: Progress Evening 6 <sup>th</sup> February 2025*	Review 3: with a member of the SEND Team
<b>Year 10</b>	Review 1: with a member of the SEND Team	Review 2: Progress Evening 3 <sup>rd</sup> April 2025*	Review 3: with a member of the SEND Team
<b>Year 11</b>	Review 1: with a member of the SEND Team	Review 2: Progress Evening 23 <sup>rd</sup> January 2025*	Review 3: with a member of the SEND Team

#### 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 SENDCo 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 plan 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 SEND register, coded ‘E’. These pupils will have a Learning Plan (E). The 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' EHCPs 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 Aspire's graduated SEND provision at Aspire.

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 SENDCO will call an emergency annual review to seek further specialist advice and/or consider specialist provision.

### SEND register and monitoring list.

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

Aspire Academy also has a monitoring list of pupils who are receiving Universal Plus provision or have reasonable adjustments to meet their need. The SENDCO will ensure these records are accurate and kept up to date.

### Curriculum Entitlement

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

### 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 SEND 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 Aspire Academy to understand each pupil's starting point. From these starting points ambitious end points will be identified for pupils with SEND.

## Transition

Aspire Academy recognises times of transition are challenging for all pupils and particularly for pupils with SEND. Therefore, our Deputy Headteacher responsible for Transition 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 Aspire Academy we also recognise transition takes place every time a learner moves class or lesson. The SEND Team 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, Aspire Academy supports the SEND Team to develop appropriate training opportunities for all. Our SENDCo also attends the Quality Improvement Group (QIG) for SENDCo's and receives support from the Director for SEND and colleagues across FCAT.

## The Local Offer

Aspire 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>

There is also a link available on our school websites.

**Date reviewed: June 2024**

**Date to review policy: June 2025**