

FCAT

The best we can be

Aspire Academy Special Educational Needs and Disability Policy

2024-25

Introduction

Aspire Academy is part of the Fylde Coast Academy Trust (FCAT). Our aim is to create a culture where quality teaching and learning is at the heart of what we do. This also underpins a quality education where all pupils are cared for, valued, respected and supported to succeed to the best of their ability. We work with parents/carers and external agencies to ensure we provide a safe and supportive environment. Our curriculum is designed to be ambitious and inclusive, so that it meets the needs of all our pupils to promote positive outcomes.

Our vision is firmly underpinned by the guidance provided in the SEND Code of Practice 2015 and incorporates the FCAT principles outlined below:



FCAT is an inclusive, non-selective trust located in the North West across Blackpool, the Fylde Coast and into Lancashire. We believe that every child has the right to access education that meets their needs and prepares them well for adulthood. As an inclusive trust, we are committed to working collaboratively with pupils, their families and external partners to ensure that all aspects of school life are accessible and appropriately adapted to meet the wide range of individual needs.

Policy Aims

The aim of our policy is to achieve Aspire Academy's mission statement, purpose and values as outlined above and on our school website. In particular, our policy aims to ensure that the provision we offer:

- Ensures high quality teaching and learning opportunities which are adapted to meet individual needs.
- Promotes and facilitates exceptional progress.
- Equips pupils to have the knowledge, skills and understanding to be successful in the future.
- Provides opportunities to foster and develop interests and talents, as well as becoming involved in all aspects of school life.
- Is regularly monitored and reviewed to ensure that we are providing the best and most appropriate provision to meet the needs of all our pupils.

Legal Framework

This policy pays due regard to legislation set out in key publications:

- Children and families Act 2014
- Health & Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2010
- Children's Act 2014
- Supporting Children with Medical Conditions 2015
- Keeping Children Safe in Education 2024
- Working together to Safeguard Children 2023

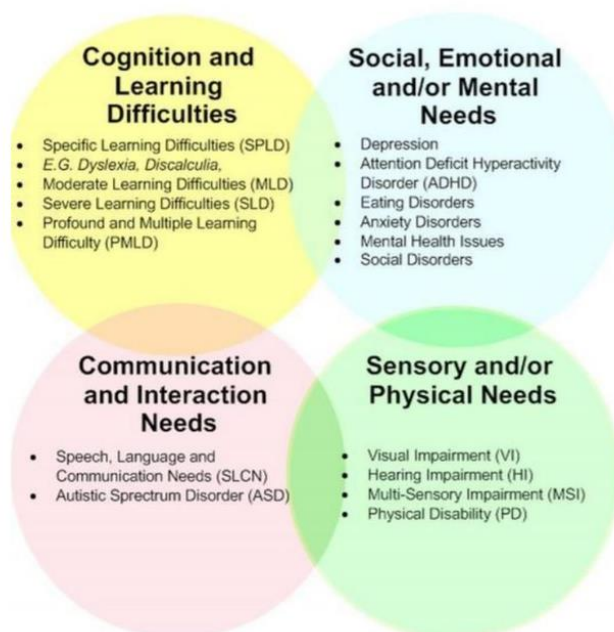
Definition of Special Educational Needs & Disabilities (SEND)

The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND code of Practice (January 2015) states that *A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them*. At compulsory school age this means that the child or young person has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability, which requires reasonable adjustments to be made to support their learning.

Types of SEND including general characteristics

Whilst there is a wide spectrum of individual and additional needs, SEND is recognised as 4 broad areas of need:

1. Cognition and Learning
2. Social Emotional and Mental Health
3. Communication and Interaction
4. Sensory and/or Physical



Principles of Effective SEND Provision at Aspire Academy

Aspire Academy strives to achieve an inclusive curriculum by applying the following principles into its SEND provision:

- Early Identification of need
- Accessible and welcoming environment
- Learner engagement
- Timely and accurate record keeping
- Challenging and realistic target setting
- Clear, effective and honest communication with parents/carers and pupils
- Effective, timely and appropriate interventions and support
- Fair and equal access to all extra-curricular provision, clubs and activities
- Shared staff expertise and support
- Adapting the physical environment where possible to make it safe and accessible for pupils with additional physical needs

A Graduated Approach to Supporting Pupils with SEND

As outlined in the SEND Code of Practice, Aspire Academy follows the Assess-Plan-Do Review approach to managing and supporting pupils with additional needs. Parents/carers and pupils are involved at all stages to ensure that individual needs are met.



1. Quality First Teaching

The universal provision for all pupils at Aspire Academy will be Quality First Teaching (QFT). At Aspire Academy, QFT includes the use of evidence-based research and adaptive teaching strategies to improve outcomes for students with SEND.

The graduated assess, plan, do, review model will be used to support learners who are identified as not making age related expected expectations.

2. Universal Plus

Pupils who may require some small adaptations to the curriculum may 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. SEND Support Plan (K Coded)

Pupils identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support. These pupils will be on the SEND register (K coded) and will have a Pupil Passport, as well as a Learning Plan which will identify areas of strengths, concern and individual targets. It will also contain the strategies and provisions/interventions required to achieve the targets and overcome any barriers to learning.

These plans will be reviewed termly with parents/carers, pupils and staff as part of the assess plan do review cycle.

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

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

Following the assess, plan do review cycle, it may be appropriate to progress to an Education Health and Care (EHC) Needs Assessment to support more complex needs. The SENDCo/Assistant SENDCo will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who make the decision based upon all the evidence from all of the professionals whether it is appropriate to have an Education Health and Care Plan (EHCP) issued or remain on SEN support.

4. Education Health and Care Plan EHCP (E Coded)

A small number of pupils at Aspire Academy will have an Education, Health and Care Plan (EHCP). EHCPs include detailed information about the pupil's needs, the arrangements to support the pupil, identified provisions and agreed outcomes for the end of the pupil's current key stage. All EHCP's are available for Aspire staff.

These pupils will be on the SEND register and will have a detailed Pupil Passport as well as a Learning Plan which will be reviewed termly with parents/carers, pupils and staff as part of the assess plan do review cycle.

Pupils with an EHCP will have clear and detailed SMART targets to meet the outcomes identified in the EHC Plan. The EHC Plan is reviewed annually. The Annual Review is the statutory process of looking at the needs, provision and outcomes specified in the EHC Plan, and deciding whether these need to change. The Annual Review will include parents/carers, pupil as well as the SENDCO. The multi-disciplinary team supporting the young people will be invited to attend the review and provide advice.

Parents / Carers

Effective partnerships between school and families are key to pupil success. This is particularly emphasised when schools, parents and carers work in collaboration to meet the needs of pupils. Parents often offer a vital voice for pupils with additional needs and they need easy, non-bureaucratic access to key staff in schools.

It is important that parents and carers are offered a full and genuine opportunity to be involved in the planning of educational provision and interventions and they should be supported and encouraged to be part of this. This collaborative working will enable parents and carers to understand the additional needs that their child faces in everyday life and learning, and will help them to adopt strategies and interventions to support learning and progress outside of the school environment. It is important that parents / carers are informed when additional needs are identified and they should know that their child is included in the Academy SEND register. Parents and carers should be kept up-to-date with SEND interventions and should know which professionals are working with their child – particularly if their child is receiving specialist support.

Transition

Aspire Academy works closely with primary feeder schools to ensure that the transition between primary to secondary is a positive experience for all. We understand that transition can also be a challenging time, particularly for pupils with SEND. A thorough transition package is planned which incorporates: open evenings; visits and meetings with primary feeder schools, Year 6 information evenings; additional visits and tours; as well as transition days. The SENDCO co-ordinates the transfer of information to ensure effective and efficient communication. With regard to preparing for adulthood, Aspire Academy fosters close links with post 16 providers which will allow SEND pupils to make informed choices and successful transitions to their post 16 pathways.

Internal transition occurs between academic years and systems are in place to ensure information is shared between staff so identified pupils are fully supported at times of transition.

Access Arrangements

Some pupils require Access Arrangements when sitting external examinations. Assessment for these take place during Key Stage 4 and are the responsibility of the SENDCO, who is qualified with the Certificate in Psychometric Testing, Assessment and Access Arrangements. Such arrangements should reflect a pupil's normal way of working. The SENDCO will determine if further testing and assessment is required and the test scores need to be considered alongside a 'pen portrait' of a pupil's needs. It should be noted that a diagnosis of SEND on its own does not necessarily constitute sufficient evidence to provide Access Arrangements and ultimately the decision is that of the school.

Continuous, Professional Learning Development (CPLD)

All Aspire teachers are teachers of SEND. Staff receive a comprehensive package of training to ensure that they are the best they can be and are able to provide a varied, inclusive and challenging curriculum that meets the needs of all of our pupils.

The Blackpool Local Offer

Aspire Academy works in partnership with the Local Authority to assist in the development and review of the Local Offer. The Blackpool Offer contains information about what is available in Blackpool for children and young people with special educational needs and disabilities, and their families.

Blackpool SEND Team and their partners host a number of events throughout the year for training, networking and social events. They also offer opportunities for Parents/Carers to join online events as well as face to face. There is also a local Offer SEND directory for details of organisations and activities that support children and young people with SEND.

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>

Independent, impartial and confidential advice and support can be gained from the SENDIASS team on: 01253 477083

Statutory Obligations

- Aspire Academy has a qualified Special Educational Needs Coordinator – SENDCo, with Qualified Teacher Status (QTS) and National Award for SEND Co-ordination (NASENCo).
- Aspire Academy keeps a register of pupils with SEND.
- Aspire Academy leads the Annual Review process for Education, Health and Care Plans.
- Higher Needs Funding will be used to enable specific needs to be met and will be monitored by the SENDCo.
- Aspire Academy publishes the Annual SEND Report via the website, including information regarding the 'Local Offer'.

Contacts

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