



Special Educational Needs and Disabilities Policy

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Littleport and East Cambridgeshire Academy
Special Educational Needs and Disabilities Policy

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LITTLEPORT AND EAST CAMBRIDGESHIRE ACADEMY

Special Educational Needs Policy

1. Introduction

The Children and Families Act 2014 defines when a child or young person has special educational needs and/or disabilities (SEND). This is when they have either a learning difficulty or a disability and need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England.

Littleport and East Cambridgeshire Academy (LECA) support the reforms of the Children and Families Act 2014. Our guiding principle is one of inclusion and equality where our belief is that every child/young person has a right to a broad and balanced curriculum that meets their needs. We value all our students equally and want to identify and break down possible barriers to learning. To this effect, all our teachers are teachers of SEN and have a commitment in ensuring all students are included in all aspects of academy life so that they experience success and achieve their full potential.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 2015 and should be read in conjunction with the following guidance, information and policies which can be found on our website:

- Equality Policy
- Accessibility Policy
- The SEND Information Report
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School based Support’
- Supporting Students who Need Alternative Provision
- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- LA admissions criteria
- Pupil Premium and Catch-up information
- General Complaints Policy

In accordance with the overarching principle of the new Code of Practice 2015, this policy has been co-produced with: SENDCo and Assistant SENDCo (Special Educational Needs and Disabilities Co-ordinator) of LECA, Senior Leadership Team of LECA, AIG (Academy Improvement Group-Governing Body) of LECA.

2. Contacts

The SENDCo at LECA is: Mrs Patricia Martin Patricia.Martin@lecacademy.org
The SENDCo holds the National Award in SEN Co-ordination (NASENCo), Level 2 Certificate in Understanding Autism, Tier 2 Certificate in Speech, Language and Communication Needs, the OCR Level 5 Certificate for Teachers of Learners with SpLD, QTS, as well as general training in Dyslexia, Dyspraxia, Dyscalculia, ADHD, ABI, Tourette's Syndrome, Core Moving and Handling for Children with Motor Difficulties, Individual Physiotherapy, Emergency Evac Mattress for people with reduced mobility, Epilepsy and Diabetes Awareness, Understanding social, emotional and mental health training, ACES and Trauma, Team Teach, AGT, Supporting students with Executive Function Difficulties, Teaching children with ASD using the TEACCH method and holds a Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements and is able to assess for and

recommend external exam access arrangements. The SENDCo is line managed by the Principal, Ms Lauren Phillips.

3. Long Term Aim of this Policy

Objectives

- to work within the guidance laid down in the SEND Code of Practice 2015;
- to identify and put in place appropriate provision for students who have SEND and additional needs;
- to operate a whole academy approach to the management and provision of support for SEND that takes into account all of a student's needs (assess, plan, do, review model);
- to ensure that parents/carers have a clear understanding of how the academy supports children and young people with SEND, and their own involvement in this;
- to provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEND Policy is put into practice;
- to provide support and advice for all staff working with SEND pupils.

4. Identification of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the 2015 Code of Practice. A child/young person has a special educational need if he or she has 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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, **or**
- (b) 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

The Equality Act 2010 gives the following definition of disability:

‘A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities’.

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEND. A child or young person may therefore be covered by both SEND and disability legislation. Students with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them. Learners at LECA who have a disability but do not have SEN are recorded as having ‘additional educational needs’.

Children and young people are identified as having SEND if they do not make adequate progress through Quality First Teaching. It is expected that all staff, including teachers and support staff, act in accordance with our Learning and Teaching Policy and are aware and adhere to the principles of QFT. QFT may be defined as high-quality everyday personalised teaching which is on offer for all children so that all students are effectively included. Some key characteristics of QFT include:

- highly focused lesson design with sharp objectives;

- learning tasks matched to the ability of each student, commonly referred to as ‘task adjustment’;
- high demands of student involvement and engagement with their learning;
- high level of interaction for all students;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- an expectation that students will accept responsibility for their own learning and work independently;
- having high aspirations for every student;
- regular use of encouragement and authentic praise to engage and motivate students.

QFT, will for example, be based on clear objectives that are shared with the students and returned to at the end of the lesson; our teaching staff will use approaches like these so that we reduce, from the start, the number of children who need extra help with their learning or behaviour. Teacher and Teaching Assistant performance is regularly monitored throughout the year through a cycle of observations by the appropriate SLT or Head of Department links, the results of which are shared with the staff member for review and development purposes and for the improvement of lessons for our students. Please read our Learning and Teaching Policy for further information about this cycle.

The Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language (EAL), being a Child in Care, health and welfare, being in receipt of Pupil Premium, Disability or being a child of Service personnel. The Equality Act and the Code of Practice state that schools and settings have a duty to make ‘reasonable adjustments’ to these needs, but these alone do not constitute SEN. If a student has one or more of the additional needs listed, provision will be made for them within the Academy but not necessarily from within the SEND team unless the student has a special educational need as well as their additional need.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns the Academy has about a child/young person with behavioural difficulties may form an underlying part of a wider need (see above) which the Academy will have recognised and identified clearly. The SEND team and the pastoral team work closely together to identify which need a child may have and clear procedures for a child with behaviour needs are set down in our Behaviour Policy. Reasonable adjustments will be made on a case by case basis when the behaviour displayed is a result of a known SEND.

In accordance with the 2010 Equality Act ‘reasonable adjustments’ will be made so that, wherever practical and safe, students with special educational needs and disabilities will be able to join in the activities of the school together with pupils who do not have special educational needs. In some circumstances when adjustments either cannot be made or are impractical or incur unreasonable expenditure, then pupils will experience alternative activities, with similar learning outcomes.

5. A Graduated, Whole Academy Approach to SEND Support

Schools often use the ‘wave’ system, as outlined in the Code of Practice, to determine the type of support best suited to each child. The Academy uses this approach, an **example** of which is described below:

Wave 1	Wave 2	Wave 3	Wave 4	Wave 5
Quality Teaching First	Quality Teaching plus extra First short-term support	SEND Support: Additional long-term, individualised support	EHC Plan	EHC Plan with Specialist Placement
For all children	For children making slower progress who need a short burst of input	For children still making less progress than their peers	For children with more complex needs	For children with more complex needs that can't be met at mainstream
In class	Reading challenge 1-1 Literacy 1-1 Numeracy 1-1 Phonics catch up English and Maths interventions Small group literacy work GCSE revision sessions	SRA reading programme Spelling programme Handwriting programme Typing programme Social skills Speech and language programme 1-1 Literacy 1-1 Numeracy	Any wave 2 or 3 intervention and/or specialist input from multi-professionals, e.g. CAMH, Educational Psychologist, Social Care Targeted TA support	Any wave 3 or 4 intervention and/or specialist input from multi-professionals, e.g. CAMH, Educational Psychologist, Social Care. Specialised staff trained to deal with severe needs. Please note Wave 5 is not available at LECA

Class and subject teachers are accountable for the progress and development of all children and young people in their class including those with SEND. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace QF teaching. The Academy takes a whole school teaching approach in relation to SEND and reviews the quality of teaching for all children/young people, including those at risk of underachievement by:

- A cycle of lesson observations led by either: SLT, HOD, SENDCo. Feedback is given to the teacher and teaching assistant (see Learning and Teaching Policy);
- observations of teachers and teaching assistants led by the SENDCo and/or Assistant SENDCo;
- monitoring of marking and feedback (see Learning and Teaching Policy);
- staff inset led by colleagues responsible for Learning and Teaching and inset led by the SENDCo or Assistant SENDCo;
- monitoring of Assessment Point progress throughout the year. Data is analysed by the Progress Leaders for each Year Group and their SLT link, HOD's and the SENDCo and feedback given to the relevant staff members on matters of student

progress. This system may be used to identify underperforming students and/or classes.

Special Educational provision may be triggered when students fail to achieve adequate progress, despite having had access to QFT and extra short term intervention support. Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- working at levels significantly below age expectations, particularly in literacy or numeracy;
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed;
- sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- poor communication or interaction, requiring specific interactions and adaptations to access learning.

If a student has one or more of the additional needs listed above, a holistic approach is adopted and the SEND and Pastoral team will work closely together to find a solution. The needs of the student will be discussed with the parent and child and the Academy will also consult with teachers and relevant professionals, e.g. health, educational and social teams so an informed decision can be made about appropriate provision. Lack of adequate progress is sometimes linked to a behavioural need which does not necessarily indicate a special educational need. The Academy will work very closely with professionals to ensure a correct indication is given.

All staff working within the classroom environment are issued with an SEND Register, Student Passports and SEN Support Plans for their appropriate setting at the beginning of each academic year. These documents lists the students who are included within these categories and includes basic information about their needs to remind teachers and teaching assistants to consider these within their planning; strategies to support in class and targets that need to be met.

Identification, Assessment and Provision

i) Identification

Data and information (including Teacher Assessment, KS2 SATs results) about students and those with SEND and additional extra needs (AEN) is collected during the transition stage from primary to secondary and will be known to us before they arrive here in Year 7. Students will be tested on their first days in September on their Cognitive ability and Reading skills; students identified as needing extra support in Year 7 for literacy or numeracy will be offered either Wave 2 or 3 support depending on the level of need. Students who are identified as needing support will be placed on our SEND or AEN register so all staff are aware of their needs.

Students who are already in the Academy, and who are not making progress in comparison to their peers, may be identified at any time using a range of information, this includes: CAT testing, reading/phonic/spelling age tests, subject teacher formative assessment, subject summative assessment, specialised assessments from external agencies especially those used by Educational Psychologists or CAMH (Cambridge Adolescent Mental Health). The SENDCo will use this data, along with assessment progress tracking to assess the level of support a child may need. Teachers who identify a child who is not making adequate progress through the various tracking assessment methods will discuss this with the

SENDCo and a plan will be put in place using our Assess, Plan, Do, Review (APDR) model as described below.

ii) Assessment

As stated, a student has various assessments throughout their time at the Academy and 6th Form, including those used before they arrive at the school. Where appropriate progress isn't being made it would be expected that **the teacher will assess** the situation, **plan** where student X is going to be placed, **do** what has been planned (for example; move the child), then **review** the situation at an appropriate time. At the review point it should be clearer whether the child is progressing, has a behaviour need, or SEND is suspected. It is then the teacher's responsibility to discuss the outcome with the Head of Department who will then refer to the Pastoral team (if it is a behaviour issue), in accordance with our Behaviour policy, or refer to the SENDCo for further assessment.

Using our graduated response and the APDR model, the SENDCo will **assess** what has already been provided for the child with the Head of Dept and/or the relevant Senior Assistant Principal and will then **plan** the next step. If it is agreed that further support is required then a short term Wave 2 provision will be provided; this represents the **do** part of the APDR process. At this point the child will be identified as needing SEND support and will be added onto our SEND register as a 'K' student; parent/carers will be informed via letter or email and they will be invited to respond. The student's intervention will be mapped onto our provision mapping system which details how long the provision is to last for and what outcome is needed for the provision to be considered successful. It is the SENDCo's responsibility to oversee the mapping of the SEND provisions. The SEND provision map is altered throughout the course of the year as and when students come in and out of SEND interventions. At the end of the period of intervention it is the SENDCo's responsibility to **review** the success of the intervention and the child will either be removed from the programme and the SEND support register or a plan will be put in place for further support at Wave 3.

Where students fail to make adequate progress, despite additional provision at Wave 2, the SENDCo may seek advice and involvement from external support services along with provision at Wave 3 and/or 4. Students with Specialist Placement will be able to access Wave 5 via their placement. Model External support services could be:

- An Educational Psychologist
- Locality Service (Family Teams and Young People's Worker)
- Social Care Team
- Occupational Therapist
- Speech and Language Therapist
- CAMHS
- YOUnited
- Community Paediatrician

The APDR model is also used with these services and new strategies will be put in place as a result of any advice and guidance. External agencies have their own specialised assessments and these are often used as part of the process of identification of a child with high SEND. Should the assessments and Academy evidence demonstrate a significant cause for concern, the school or parent/carer may decide to request that the local authority undertakes a statutory assessment or Education, Health and Care Needs Assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHCP), which will bring together health and social care needs, as well as their special educational needs and provision. An EHCP Needs Assessment is not usually agreed by the

LA unless the school can prove at least two cycles of APDR has taken place and that the school has acted on the advice of the Educational Psychologist and other professionals. Also, an EHCP will not usually be granted by the LA unless it is supported by the Educational Psychologist and/or a relevant external agent. For this reason, it will take the academy a number of months before the SENDCo will submit a request for statutory assessment as this process will form the best chance of obtaining an EHCP.

Where a student already has an EHCP, the Academy may apply for additional resources to support the student further. Where external agencies are requested -an Early Help Assessment (EHA) may be required and the parent/carer will be invited in to fill this out with the appropriate person; this could be the SENDCo, Assistant SENDCo or a member of the pastoral team. EHCP's are reviewed annually by the SENDCo in conjunction with the parent/carer and child. Teacher's views are sought for input into this meeting and shared with the parent/carer. Any child with an EHCP will have an SEND support plan which is distributed to teachers and contains information, targets, outcomes and strategies. The SEND support plan is written by the SEND Team following the Annual Review of an EHCP. An SEND support plan may also be changed throughout the course of the year as different information is received about the child and should therefore be viewed as an ongoing working document.

iii) Provision

The table in section 5 shows examples of the types of interventions the Academy uses to support our students with SEND. There are regular assessment reviews throughout the year where the SLT links, Head of Year, Subject Leaders and the SENDCo meet to discuss the progression of students and to review arrangements for students who may not be making adequate progress. This also forms part of the process of identification, monitoring and planning for students who may need additional SEND and/or behaviour provision. Interventions are also organised with other stakeholders, such as the Pupil Premium co-ordinator, the SENDCo, Heads of English and Maths, Attendance Lead, Behaviour Lead, Literacy Co-ordinator, Child in Care Lead, Alternative Provision Manager, Heads of Year, etc as part of the APDR process as needed. The Pupil Premium (PP) Co-ordinator oversees the progress of disadvantaged students and the Academy receives extra funding to support them. For further information about PP and Catch-up Provision please read the information on our website which gives more detail. The Academy recognises a student will be even more disadvantaged if a child is PP/CiC with SEND and therefore organises a co-ordinated approach.

If the Academy is unable to fully meet the needs of a child/young person through our own provision and arrangements, evidence will already have been gathered through our APDR processes as described. A child with significant social, emotional, mental and health (SEMH) issues will already be known to the SENDCo and pastoral team and is likely to have an EHA and external agency support; often this is CAMH and/or the Education Psychology Service. If a child has an EHCP and the Academy can no longer meet that child's needs, then an alternative provision may be sought through an emergency annual review. **The LA's statutory assessment team is responsible for placement** and will decide whether the child or young person needs to be moved to a more appropriate provision or advise the Academy on strategies to keep the child in their current placement. At any point, the parent/carer may request the SENDCo carries out an emergency annual review if they have serious concerns about the progress of their child or the provision which is in place.

Some students may have specific medical needs that are not subject to support via an EHCP. The progress of these students will be reviewed as required in conjunction with the Academy, Paediatrician and/or other medical professionals and parents.

6. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole academy monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register will be made in partnership with the parent/carer at the end of each monitoring cycle.

Children who are designated as SEND or AEN who are having interventions related to academic progress will have their outcomes monitored at the end of the cycle designated for that intervention; some interventions may be short, e.g. six weeks, and some may be longer, e.g. two terms. This monitoring forms part of our APDR process described earlier. The people responsible for the review are the SENDCo and the PP co-ordinator/CiC Lead where relevant. They will decide whether a child has made satisfactory progress, and can therefore be removed from the SEND register or whether there needs to be a further programme or external support sought. The parent/carer and child will be informed of the decision and tutors informed.

If a student makes sufficient progress an EHCP may be discontinued by the Local Authority. The procedure for this is through the annual review process and is discussed with the parent at that time.

7. Supporting Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer, we also provide information about:

- Our admissions arrangements;
- our links with other agencies;
- our arrangements for examination and assessment access;
- our transition arrangements;
- our school policy on managing medical conditions of students.

8. Supporting Students at School with Medical Conditions

The Academy recognises that children and young people at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an EHCP. If so, the SEND Code of Practice (2014) is followed. Where a student has a medical condition a Health Care Plan for a pupil with medical need will be completed **by the relevant Pastoral Support Officer**. This will form part of the EHCP for students with an identified SEND but will stand alone where there is no other identified need.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into academy practice and is a continual cycle of review aimed at improving the provision and outcomes for all students. We use the APDR model as described earlier in this policy and undertake the following arrangements:

i) Arrangements for Partnership with Parents

The Academy will ensure parents are aware when their child is receiving support for their SEND.

Partnership with parents plays a key role in enabling students and young people with SEND to achieve their potential. The Partnership recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We recognise that communication with parents is key to the progress and success of each young person with SEND.

The Academy will provide information about the Parent Partnership Service (SENDIASS) to parents of students with special educational needs; the link to the service can be found in the SEND Information Report and on the Local Offer website. Parents of any student identified with SEND may contact the Parent Partnership Service for independent support and advice. A child's tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend all Annual Reviews, in addition to Parents' Evenings and other calendared school events.

ii) Student Participation

We recognise that student involvement is at the heart of the new Code. Young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to SEND Support Plans, discussions about choice of colleges and transition processes. Their view will be given due weight according to their age, maturity and capacity to make judgments. The Academy try to ensure representation of students with SEND within their Student Voice activities.

iii) Governing Body

Our Governing Body is currently being evaluated and an Interim Executive Board (IEB) is in place. The IEB's main function is to provide interim expertise and high quality governance to support future improvement and this should include the promotion of high standards of educational achievement, including in SEND

iv) Information gathering

Information about students sometimes needs to be shared confidentially with other professionals on a need to know basis. Permission will be sought from parents but in all cases the Academy operates in accordance with the GDPR 2018. This includes the sharing and storing of information gathered. See our Data Protection Policy for further information.

10. Resources

i) Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the school's block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their

school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per student funding (AWPU)
Element 2 School's Block Funding	Contribution of up to £6000 for additional support required by children and young people with high needs, from the notional SEN budget
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with statements or EHC plans

ii) **Workforce Development**

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. Training relating to SEND is an ongoing process and includes inviting professional services into the Academy to update knowledge.

The SENDCo regularly attends the Trust's SENDCo Forums and any other local or national SEND groups in order to keep up to date with local and national issues in SEND.

11. Roles and Responsibilities

- LECA employs 10 Teaching Assistants and has 8 long term Agency Teaching Assistants. They carry out a range of roles across the school, including supporting students in class, teaching small groups, 1-1 and intervention teaching. They are line managed by the SENDCo and Assistant SENDCo and work closely with the class/subject teachers who oversee their work and plan with them;
- the designated teacher for Safeguarding is Laura Elliott
- the member of staff responsible for Children in Care is Lee Skillern

12. Storing and Managing Information

All documents relating to children and young people on the SEND register are stored in the Learning Support Department. When students leave the Academy at the end of their statutory schooling, their documents are kept in securely and are confidentially destroyed following the necessary time lapse as established by the GDPR legislation. When a student leaves the Academy to go to another school, the records are either sent to the new school by recorded delivery, or hand delivered. A signature is required for all documents handed over in this way.

13. Reviewing the Policy

The SENDCo will review this policy every two years at the end of the academic year or when legislation changes, whichever is earlier.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan can be found on our website and is reviewed in accordance with compliance and legislation requirements, barriers identified, and plans put in place to remove them.

Parents/carers can contact key staff via the SENDCo.

15. Dealing with complaints

The Trust has a Complaints Policy which can be viewed on the website.

In the first instance, if you have a complaint relating to SEND, the tutor should be contacted who will either deal with your complaint or pass it on to the SENDCo. Under the SEN and Disability Act 2005, parents may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service. The Academy will make further information about this process available on request. Further advice may be sought from the Parent Partnership Service.

16. Bullying

In the Academy we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our students with SEND. Please refer to our Behaviour Policy, Anti-bullying Policy and Safeguarding Policy.

17. Home Learning

At LECA all students, including those with SEND, are expected to complete learning activities at home. Teachers are expected to take into account a child's SEND and hand out work that is manageable and task adjusted for the child. The teacher will also ensure the child understands what they have to do, when the work needs to be handed back in, and has written this information down in a manner that both the child and the parent can understand later on. However we do recognise home learning may be challenging and difficult for children with SEND for a variety of reasons and should this become problematic the parent should discuss this with the child's form tutor in the first instance. The tutor may then have a discussion with the SENDCo to work out a solution.