

# SEND Policy 2024-25

## Contact details

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## Mission Statement

Our mission is to create a caring community in which the young people attending the Academy have the skills, understanding and values they need to thrive in and make sense of their rapidly changing world.

No one staff member or department has exclusive responsibility for specific children, though specific staff or departments may take a lead role in shaping or delivering the educational experience to individual or groups of students.

This is firmly underpinned by the guidance provided by the SEN Code of Practice 2014, and incorporating the core FCAT principles of:

- Ambition
- Respect
- Pride
- Resilience
- Integrity
- Excellence

Unity Academy is a caring community that aims to promote mutual respect and understanding and an effective education for all its students. Unity Academy believes that all children and young people should be equally valued and therefore will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.

All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

The Special Educational Needs and Disability (SEND) policy was developed by the SENDCo in collaboration with Unity staff, FCAT policy and the senior leadership team.

The policy will be monitored on a regular basis to ensure it is followed. The SENDCo will achieve this by reviewing and monitoring the progress data published three times a year and then directing support staff to meet the needs of specific groups or individuals.

We offer various literacy and numeracy interventions for students who fall below their chronological age for reading, spelling and numeracy. This is closely monitored by the SENDCo to ensure the right intervention is taking place.

There is a separate nursery SEND policy

### **Statement of Intent**

- To identify student needs early, including those linked to medical needs, allowing students with SEND to progress well from their starting points and achieve standards appropriate for their age.
- To provide a safe, supportive, sustainable environment in which all students can thrive, enjoy and achieve.
- To ensure that SEND students make appropriate progress, at least in line with the national averages and have the opportunity to maximise their potential.
- To maintain high expectations that aim to close the gap between SEND students and all students
- To be proactive in developing emotional resilience in students.
- To promote positive mental health and well-being for all students to allow them to flourish locally, nationally and internationally.
- To collaborate with children, young people and their parents/carers in the SEND decision making processes that support the strategies to overcome barriers to learning.
- To incorporate strategies to overcome barriers and ensure good progress for SEND students.
- To ensure quality first teaching that provides access to learning within a climate of high expectation.
- To create empowered and confident, independent learners who aspire to exceed their expectations and achieve their ambitions in preparation for adulthood in modern

Britain.

- To secure the best outcomes for students by working closely with all agencies including education, health and social care professionals (agencies).
- To ensure students understand and work within internet safety guidelines and use technology appropriately to support learning.

## **Legal Framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2015.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 2004.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (2014)
- The Special Educational Needs and Disability Regulations 2014
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education (September 2018)
- Working Together to Safeguard Children (2017)
- Quality First Teaching for the Inclusive Classroom (Updated 2017)

## **Definitions**

The law states that a child has a special educational need if he/she has: -

- Significantly greater difficulty in learning than the majority of others of the same age.

- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **Areas of Special Educational Need**

The academy makes provision for pupils with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

## **Roles and responsibilities**

The SENDCo has a responsibility to:

- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC Plan.
- Use their best endeavours to deliver the special educational provision called for by students' SEND
- Make reasonable adjustments for students with disabilities to assist in alleviating any substantial disadvantage they experience due to their disability.
- Provide suitable, full-time education from the 6<sup>th</sup> day of exclusion of a student with SEND in line with their EHC Plan.
- Make access arrangements for student examinations in collaboration with teaching staff and the "history of need" process.
- Keystage 1 & 2 nominated year heads in collaboration with the class teachers will identify the pupils requiring examination concessions. This process will involve testing and teacher assessment.

The headteacher has a responsibility to:

- Work collaboratively with the headteacher and the SEND governor to determine strategic development of policy and provision.
- Have overall responsibility for achievement for pupils with SEND.

The SEND governor has a responsibility to:

- Raise awareness of SEN issues at governor meetings.
- Monitor quality and effectiveness of SEN + Disability provision

Class teachers are responsible for:

- The progress and development of every pupil 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 pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### **Consulting students and parents in decision making**

It is important that parents feel part of our school and we promote partnership, working to maximise support for their needs, wishes and goals. The aim of the academy is to:

- Focus on students as individuals and not their identified needs.
- Communicate in ways that are easy for students and their parents to understand, using clear ordinary language and images, questionnaires, appointments and digital communication.
- Highlight student strengths and capacities.

- Enable students to say what they have done, what they are interested in and what outcomes they are seeking in the future in a variety of different ways e.g. coffee mornings, newsletters, twitter etc.
- Tailor support to the needs of each individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Review the needs and provision for SEND students using a person centred approach (PCP).

- Communicate regularly with parents about the progress students are making

### **Joint commissioning, planning and delivery**

Unity Academy will collaborate with wider agencies, securing external expertise where needed to ensure the best outcomes for SEND students.

SEND staff will receive relevant training opportunities to keep their knowledge up to date and to ensure their professional development is ongoing.

### **Funding**

The academy will allocate the appropriate amount of funding for interventions from the notional SEND budget outlined in the local offer for SEND students.

In cases where additional support and funding is required, the SENDCo and SEND team will submit applications for top up funding to the local authority and will ensure that any top up funding or higher needs funding is ringfenced and used only for its intended purpose.

### **Local Offer**

The academy will work in collaboration with the local authority and local agency partners in the development and review of the local offer through expert training of staff.

Contact details for the services in the Blackpool / Area Wide Local Offer can be found here: <https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

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

Staff in Blackpool's Local Council will also be able to provide details of the information contained within SEND Local Offer to those without easy access to the internet. They can be contacted for information on how to secure appropriate equipment/facilities.:

Phone: 01253 477100

Deaf text: 07796994908

E Mail: [local.offer@blackpool.gov.uk](mailto:local.offer@blackpool.gov.uk)

## Identification and Assessment

Unity Academy will identify students with SEND by assessing student skills and levels of attainment; make regular assessment of SEND students to ensure that interventions allow SEND students to make progress similar to that of their peers starting from the same baseline.

The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The appropriate member of staff (e.g. SENDCo,) will inform the student's parents as the Academy starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

**Wave 1 (First concerns)** - Once a student is identified as not making expected progress, the additional or different provision is described as Wave 1 Intervention. The Action could be further assessment; additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

**Wave 2 (SEND Support, K code)** - If at a review, after a range of additional or different interventions have been tried for some time, the student is still not making at least satisfactory progress or is still unable to access the curriculum the Academy, with parental agreement, may decide to move to interventions that require additional assessments, outside agencies or specialist support.

The academy has an SEND referral system so that staff can signpost any concerns at an early stage. An initial screening action plan is completed within 10 working days of the referral. Once completed, the SEND team will make decisions regarding the SEND status and interventions that are required to support the learner.

The academy will work to ensure that any requests for statutory assessment, in consultation with the students' parents/carers, where the students' needs cannot be met through the resources normally available are made.

The academy will work collaboratively with all stakeholders in the assessment and review of all Education, Health and Care Plans.



## Education, Health and Care Plans (EHCP) (E code)

Unity Academy will meet the duty to:

Respond to the LA within 15 days if named on a Student's Education, Health and Care Plan (EHCP)

- Ensure that all professionals teaching or working with a child subject to an EHCP are aware of the needs and arrangements that are in place to support and meet the students' needs
- Facilitate the review of EHCP's through Person Centred Planning (PCP) Meetings
- Request a re-assessment of an EHCP following the initial assessment if a student's needs significantly change.

## Graduated response

The focus of the graduated response is on improving teaching and learning at all times. Teaching staff are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach and assess progress. So all teaching staff will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

Once a potential SEND has been identified, the academy will employ a graduated approach to meeting student needs including:

- An initial referral with screening actions identified
- Clear assessment and understanding of a student's needs and barriers to learning
- Planned interventions and support agreed with parents and students
- Strategies and interventions (used) are recorded on a Student Passport. This is a

teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the group or class.

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- Review of the effectiveness of intervention and support in promoting good progress.
- Review of progress towards closing the attainment gap.

## **Supporting pupils moving between phases and preparing them for adulthood**

The options process for all students in year 9 begins in the 2<sup>nd</sup> term of year 9 of their academic year.

The academy will work closely with students and their families from year 9. Face to face support for students in year 9 with SEND and close links with post 16 providers will allow students to make successful transitions.

Students with an Education Health and Care Plan will have their annual review in year 9 with the SENDCo, the transition officer from the local authority and parents/carer along with the student.

## **Data and record keeping**

Unity Academy will:

- Maintain an accurate up to date register of students with SEND ensuring this is shared with staff.
- Maintain an accurate and up to date record of the provision made for pupils with SEND.
- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- General Data Protection Regulation will be abided by in line with FCAT policies

## **Confidentiality**

The academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure: -

- To the SEN and Disability Tribunal and to the Secretary of State if a complaint is made under the Education Act 1996.

- On the order of any court for the purpose of criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

To enable any authority to perform duties arising from the Disabled Persons Act 1986 or from the Children Act (2014) relating to safeguarding and promoting the welfare of children.

- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.

### **Complaints about SEN Provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy; school contact information can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school 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