

SEND policy

Lord Grey Academy

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Lord Grey Academy is a mainstream secondary school where we believe in achievement, ambition and progress for all young people. Lord Grey Academy is fully inclusive and caters for students with a range of additional needs. We aim to ensure that all students are able to take part in activities provided by the academy.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Sally Cass (sally.cass@lordgrey.org.uk 01908 626128)

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEND and assessing their needs

The progress of students at Lord Grey Academy is monitored on a regular basis. Student progress is expected to build on progress in previous settings and Key Stages, where appropriate.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

The academy's Transition Co-ordinator and the SENDCO are involved in ensuring that all information is received from primary schools before a student joins the academy. Additional transition sessions are organised for students with SEND, as well as for all students who are at risk of not making a successful transition to Lord Grey Academy. The SENDCO, the Careers Advice and Guidance Officer, Form Tutors, Heads of House and the Sixth Form team all work together to ensure that students are supported when they decide to move on at the end of Year 11, 12 and 13, whatever their destination.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students, using strategies provided on the SEND Profile.

We will also provide the following interventions:

- Small group intervention in numeracy, literacy, or social skills
- Lexia Power Up literacy programme
- Mentoring
- Nurture Groups
- Lego Therapy

5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 15.5 full time equivalent learning support assistants (LSAs) who are trained to deliver literacy, numeracy and social skills interventions.

Learning support assistants will support students on a 1:1 basis when the student has a high level of need, requiring highly individualized support. The requirement for 1:1 support may be stated in the Education Health and Care Plan.

Learning support assistants will support students in small groups when they are providing group work in literacy, numeracy or social skills, or when it is requested by the teacher.

We work with the following agencies to provide support for students with SEND:

- Inclusion and Intervention Team
- Sensory-ICT Team
- Educational Psychology Service
- Speech and Language Therapy Services

5.9 Expertise and training of staff

The SENDCO has ten years' experience in this role and is also a member of the academy's Leadership Team.

We have a team of 15.5 full time equivalent teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

School staff receive training and information on different types of Special Educational Needs and Disabilities through a planned programme of Continuing Professional Development.

In the last academic year, learning support assistants have been trained in closing the attainment gap, current approaches to Dyslexia, and meeting the needs of students with a hearing impairment.

The academy holds the Inclusion Quality Mark as a Centre of Excellence for Inclusion.

5.10 Securing equipment and facilities

If students with SEND need extra equipment this is provided through SEND High Needs funding in line with the guidelines provided by the Local Authority SEND Inclusion Forum.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing the impact of interventions on a regular basis
- Through student voice and student surveys
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC Plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in residential trips

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEND or disability.

Lord Grey Academy welcomes applications from disabled students. However, Lord Grey Academy is an old site built on different levels. Adaptations have been made to ensure that the site is wheelchair friendly, there is a lift in the newest area of the school, and disabled toilet facilities are available but there are areas which are not fully accessible to students with a physical disability.

The school's accessibility plan can be found on the school website.

5.13 Support for improving emotional and social development

Vertical tutoring and the House system ensure that all students are known as individuals. There is a good relationship in school between students and Form Tutors, and the Form Tutor or Head of House is often the first port of call when students need support. Learning Mentors are also available to support students if extra help is needed with behavioural or emotional difficulties.

The Inclusion area is fully staffed at break and lunchtime and students are provided with support to develop their social skills at these times. Learning Support Assistants provide a crucial role in listening to students both in and out of lessons and are a key contact for students with SEND who may want to share safeguarding concerns.

The school has a full-time Health Advisor who supports students with medical and emotional issues. More comprehensive information about the Health Advisor is available in the policy for Supporting Students with Medical Conditions. Students also have access to the School Counsellor who runs an appointment and a drop-in system.

Bullying is taken very seriously at Lord Grey Academy. There is a regular programme of anti-bullying activities which is organised through tutor time.

5.14 Working with other agencies

Lord Grey Academy has excellent liaison with external agencies. The academy's Safeguarding Team meets weekly to discuss support for students and families. The Pastoral and Safeguarding teams liaise with families, Children and Family Practice, Children's Social Care, as well as other agencies such as Brook and Compass, to ensure that students and families are receiving the support they need.

5.15 Complaints about SEND provision

If there are any complaints relating to the provision for students with SEND or EAL these will be dealt with in line with the Tove Learning Trust Complaints Procedure, which can be found here: <https://www.lordgrey.org.uk/general-info/policies-statements-notice/policies/>.

The parents of students 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

5.16 Contact details of support services for parents of students with SEND

Parents are always welcome to bring external support to school meetings. This can be a friend, relative, or a member of the SEND Information Advice and Support Service (SENDIAS). SENDIAS is a statutory service providing confidential and impartial information advice and support to children and young people with additional needs and their carers. Details on how to contact the service can be found here:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>

5.17 Contact details for raising concerns

If parents/carers are concerned about their child's progress then they can contact the Form Tutor, Head of House or the SENDCO. If a parent/carer is considering sending their child to Lord Grey Academy and if the child has SEND then they should contact the SENDCO in the first instance to discuss how the school can meet their child's needs.

SENDCO Sally Cass 01908 626128

5.18 The local authority local offer

Our contribution to the local offer can be found here: <https://www.lordgrey.org.uk/students/inclusive-learning/>
Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SENDd-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions.