

Academy Policy – Special Educational Needs and Disability (SEND)

Aims:	<ul style="list-style-type: none"> • To ensure that all students have access to educational experiences that are broad, balanced, differentiated and appropriate to their individual needs • All students have full access to the National Curriculum and they are given every opportunity to participate and progress in line with national expectations <i>This will be achieved by:</i> • Early assessment of students on entry to the Academy • Consulting with documentation and information from students' primary schools • Provision of a curriculum that is differentiated in accordance with the assessment of students' needs • Any reasonable adjustments being made to ensure full access to the curriculum, the Academy's facilities and the wider school community • Sharing of information with staff to ensure they are made aware of specific needs • Regular review and where necessary, alteration of intervention, provision and differentiation
Targets/ Outcomes	<ul style="list-style-type: none"> • To identify and monitor students' individual needs to ensure that appropriate provision can be made • To plan an effective curriculum to meet the needs of students with special educational needs and ensure SMART targets are set • To assess, plan, do and review in accordance with the new SEND Code of Practice • To work in close partnership with, and involve, parents/carers of students who have special educational needs • To ensure all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them • To work in close partnership, where appropriate, with outside agencies to support the needs and provision for students who have special educational needs • To ensure the statutory rights of every child are met as outlined in the new SEND Code of Practice
Definition:	<ul style="list-style-type: none"> • "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 or mainstream post-16 institutions
Commissioning arrangements	<p>□ COLASP is committed to providing excellence in education for all students. As an inclusive school, staff endeavour to meet the needs of all pupils through high-quality in-school provision and where appropriate, through close partnership working and the specialist support of external agencies. Where a pupil's SEND are not best met in this way, the school will commission alternative provision in accordance with relevant academy policies, in consultation with and approval of, the Board of Governors</p>
Roles and Responsibilities:	
All staff will:	<ul style="list-style-type: none"> • Play a role in actively promoting this policy • Ensure they are familiar with the needs of students they teach and make appropriate and reasonable adjustments to the curriculum in accordance with these needs • Coordinate with support staff and the Faculty of Learning to develop provision for SEND students • Communicate with parents/carers of students who have special education needs regarding progress and impart knowledge of the skills needed in their respective subject areas
Line managers will:	<ul style="list-style-type: none"> • Ensure monitoring of intervention and provision for SEND students in their subject area • Ensure that Schemes of Work are differentiated and meet the policy's requirements for accessibility
Teaching Assistants will:	<ul style="list-style-type: none"> • Play a role in actively promoting this policy • Ensure they are familiar with the needs of the students that they work with • Communicate with teaching staff the needs of these students • Work with teaching staff to develop strategies to support students and provide differentiated work
The Faculty of Learning will:	<ul style="list-style-type: none"> • Ensure that relevant information regarding SEND students is disseminated to staff • Make referrals to and work with external agencies • Organise and oversee the annual review/EHCP process for all students with EHCPs • Provide information and support for all staff to ensure the promotion of the school SEND policy
The Academy SLT will:	<ul style="list-style-type: none"> • Provide appropriate facilities for SEND students and those that support them • Monitor the provision and attainment of SEND students • Report back to the governors on provision and monitoring of impact
Related Docs:	<p>See section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 See also Safeguarding and child protection policy, Equal opportunities policy</p>

	Review Date:	Reviewed By:	Approved by Governors:	Review By:
	July 2024	FGB	Dec 2022	Staff, students, parents/carers, Governors



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