

# SEND policy and information report

## Apollo Partnership Trust



**Approved by:**

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**Written by:** A.Smith

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## 1. Aims

The SEND Policy seeks to support the guiding principles of the Multi Academy Trust by recognising the need to provide the structure for a student-centred process that engages students, families, the academy and other professionals in planning for and implementing high quality, needs led provision that is consistent across all schools.

The Apollo Partnership Trust will ensure that all our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities.

We will:

- Ensure that students with SEND are identified as early as possible.
- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Ensure continuous monitoring of students with SEND to ensure that they are able to reach their full potential.
- Seek the view of the student with SEND when arranging their provision.
- Work closely with parents and support agencies, to ensure clear communication and sharing of expertise in the best interest of the student.
- Set appropriate but aspirational individual learning outcomes based on prior achievement, the views of the student, their family and input from external agencies.
- Create a climate of inclusion, valuing high quality teaching for all learners.
- Share expertise and good practice across the academy, MAT and local learning community.
- Make efficient and effective use of academy and MAT resources, collaborating to solve problems and produce excellent outcomes.
- Provide staff with the necessary skills to help meet students' needs through a thorough CPD and support programme.
- Be open to trying new initiatives when seeking ways to improve learner outcomes.

## 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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

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

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (2014 Code of Practice, p9).

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 contact details:



#### The Newbridge School:

Sophie Marlow

[smarlow@newbridgesch.uk](mailto:smarlow@newbridgesch.uk)

01530 831 561



#### The Castle Rock School:

Amy Bowles

[abowles@castlerocksch.uk](mailto:abowles@castlerocksch.uk)

Katie Hawker

[khawker@castlerocksch.uk](mailto:khawker@castlerocksch.uk)

They will:

- Work with the Director, Head of School 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach (assess, plan, do, review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and board of trustees 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 pupils with SEND up to date

## **4.2 The Director of SEND**

### **The Director of SEND contact details:**

**Arron Smith**

[asmith@newbridgesch.uk](mailto:asmith@newbridgesch.uk)

01530 831 561

The Director of SEND will:

Have a strategic overview of the provision of Secondary SEND at The Apollo Partnership Trust

- Be responsible for monitoring and reviewing the quality of provision
- Contribute to the development of a clear strategic vision and direction for the continued development of quality of teaching in SEND provision in the APT through contributing to the development of relevant sections of the Whole School Development plan in consultation with the leadership team.
- Evaluate whether resources are being deployed effectively within the department to ensure value for money whilst achieving positive outcomes for all
- Develop, implement, monitor and maintain policies and practices which reflect the academy's commitment to high achievement and which are consistent with those of the MAT and other partnership schools.
- Analyse performance data and monitor the quality of the data provided

## **4.3 The SEND governor**

The SEND governor will:

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

## **4.4 The Head of School**

The Head of School will:

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

## **4.5 Class teachers**

Each class teacher is 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

The Castle Rock School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

The Castle Rock School is committed to inclusion. The school strives to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are high attainers
- those who are looked after
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

### 5.1 The kinds of SEND that are provided for

Our trust 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, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil 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 pupil 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.

We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SEN Support.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

### **5.3 Consulting and involving pupils and parents**

We aim to have positive and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at regular Progress Evenings or via a conversation with our SENDCo. We will ensure that progress is monitored regularly through parents' evenings, email, telephone calls, appointments made with individual teachers and Annual Reviews (for those with an EHCP).

An end of year report will be sent in the Summer term and parents of students who have received specific interventions will receive written notification of their progress. SEND meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

All teachers and support staff who work with the pupil 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 pupil's progress.

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

During the transition from Primary School to any of our Secondary sites, our SENDCo collects information from Primary Schools for all students who are on the SEND register. This is done through visits and meetings with primary school SENDCos and by reading all SEND files. Relevant information sheets are then created to be used by all teaching staff prior to the creation of pupil profiles

Where possible, our SENDCo will also attend Annual Reviews and other relevant review meetings of Year 6 students. Enhanced transition arrangements are tailored to meet individual needs e.g. additional visits, taking photos of new school, teachers, LSA etc.

The school works closely with Post 16 providers to ensure that transition plans are in place for students with special or additional needs.

### **5.5 Our approach to teaching pupils with SEND**

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We believe that students learn best in a mainstream class with a specialist subject teacher. Our aim is that all students, whatever their needs or disabilities, should be able to work independently in class with their peers. Some students may require additional support from a suitably qualified member of support staff; this may be in the form of a Learning Support Assistant, Teaching Assistant or Higher-Level Teaching Assistant. This may take place inside or outside of the main lesson.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children who are on the SEND register at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both subject teachers, the specialist members of staff who are delivering the intervention and by the SENDCo who monitors overall progress after the intervention.

Interventions are planned in blocks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCo monitors interventions to identify those that are impacting positively on student progress.

## **5.6 Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils 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, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.7 Additional support for learning**

At The Castle Rock School we have 12 members in our Learning Support Team who are trained to deliver interventions such as ELSA, Lego Therapy, outdoor learning, Fresh Start, Toe-by-Toe, Stride Ahead, etc.

We have a wide range of staff to support students and address additional needs they may have including students with SEND. This includes Learning Support Assistants (LSA), Teaching Assistants (TA), Higher-Level Teaching Assistants (HLTA), Student Managers, and the SENDCo.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs. The range of provision includes: in class support for small groups with an additional teacher hours (ATH), HLTA, TA or LSA, small group support with ATH, HLTA, TA or LSA, individual withdrawal (1:1 support) e.g. for reading support or where necessary specific tailored intervention programmes.

The school has the following special facilities:

Wheelchair access, Breakfast and Twilight clubs, lunch, break time and after school provision, enhanced mentor support, enhanced pastoral support, Citizenship programmes, Alternative Curriculum, Assistive technology/specialist programmes, disabled toilets, disabled parking, easy access for taxis and other transport; ramps and a medical room (including a disabled shower).

## **5.8 Covid-19 and SEND**

We understand that the impact of the global pandemic may be greater for students with SEND. All students with SEND have a key worker from the Learning Support Department who are available to answer any questions and carry out some 1:1 interventions with students who may need them. This will take the form of anxiety interventions and social stories so that students understand the virus, how it is spread, and how they may be affected. We have a range of resources available to parents of students with SEND and in the event of further lockdowns we have a robust system in place so that we can continue to support students remotely.

## **5.9 Expertise and training of staff**

At The Castle Rock School we have a team of 12 support staff, including 1 higher-level teaching assistant (HLTA) and our Student Support Centre Lead, who are trained to deliver SEND provision.

In the last academic year, staff have been trained in TEFL, Dyslexia Awareness, Good Autism Practice, implementing the Autism Education Trust Schools Progression Framework, 'what is dyscalculia?' among many others.

All of our teachers are trained to work with children with SEND. Some are very experienced, but all have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to both internal or external courses, provision of books or guidance towards useful websites.



We work closely as part of the Care and Guidance Department which is also supported by our School Counsellor and our own onsite Mental Health Professional, who promote positive mental health within our schools and work closely with both parents and outside agencies.

### **5.10 Securing equipment and facilities**

Where necessary bespoke equipment to meet needs will be made available internally and in partnership with services for visually or hearing-impaired students.

### **5.11 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions upon the completion of each 'block' – normally 6 weeks.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils 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 pupils, including our before-and after-school clubs.

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

Inclusivity is at the heart of everything we do within our schools. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills and behaviour modification interventions. These are delivered by trained Pastoral staff who develop good, trusting relationships with the children. We are also lucky to have our own fully trained School Counsellor and Mental Health Professional who can work with students via referrals made by the Care and Guidance team, including the SENDCo.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school offers a Nurture provision for a small number of Year 7 students for whom it is felt additional support is needed to help with their behaviour when moving from a primary to a secondary school setting. Work is done with these students around emotional literacy and behaviour management.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout school.

### **5.14 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the CEO Julia Patrick ([jpatrick@apollopartnershipstrust.uk](mailto:jpatrick@apollopartnershipstrust.uk)) in the first instance. They will then be referred to the school's complaints policy. You can also contact the Heads of School – Michael Gamble (The Castlerock School) - 01530 834368 or Katrina Farragher (The Newbridge School) – 01530 831561.

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

### **5.15 The local authority local offer**

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

## **6. Monitoring arrangements**

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

It will be approved by the Board of Trustees.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality and diversity