



The Macclesfield Academy Special Educational Needs and/or Disability (SEND) Policy

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Special Educational Needs and/or Disability (SEND) Policy

1 Introduction (*from the SEND Code of Practice 2015*)

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the *Children and Families Act 2014*.

2 Objectives

- 2.1 To ensure the early identification of students requiring additional provision in order to ensure that needs are met.
- 2.2 To ensure that all students have access to a broad and balanced curriculum, which is differentiated to meet each child's individual requirements.
- 2.3 To use our best endeavours to ensure that SEND students progress and achieve to the best of their ability.
- 2.4 To ensure that all staff are confident in working with students with additional needs.
- 2.5 To incorporate new technologies to best support children with SEND.
- 2.6 To ensure that SEND students have the opportunity to take part in the full range of Academy activities, with reasonable adjustments made where needed.
- 2.7 To ensure that SEND students are involved in decisions affecting their future SEND provision.
- 2.8 To develop high levels of engagement with parents/carers.
- 2.9 To promote effective partnership with outside agencies where appropriate.
- 2.10 To ensure that making high-quality provision for students with SEND does not compromise the effective education of our other students.
- 2.11 To achieve value for money in all aspects of our SEND provision.
- 2.12 To comply with all aspects of the Equality Act 2010.

3 Graduated approach

3.1 Wave 1 – Quality first teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including students who require support and/or interventions from teaching assistants and other specialist staff.

High-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good-quality teaching. We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This review includes assessing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the most frequently encountered SEND.

High-quality teaching includes accurate assessment of student progress. This assessment enables us to identify any students 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; or
- widens the attainment gap.

In addition, high-quality pastoral support enables us to identify any students whose wider social development is insufficient to ensure a successful transition to adult life.

3.2 **Wave 2 – Short-term interventions**

Short-term interventions are offered to students who are not making expected progress or whose social development is insufficient; these may include learning-support strategies, such as short-term literacy or numeracy interventions. Alternatively, the early interventions may include strategies to address other barriers to learning, such as attendance, behaviour, emotional and social difficulties, or if English is not a student's first language.

The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential.

We follow the 2015 *SEND Code of Practice: 0 to 25 Years* and only identify students as having SEND if they do not make adequate progress once they have received good-quality personalised teaching, supported by appropriate interventions or adjustments, and if their lack of progress cannot be attributed to another cause, such as poor attendance, behaviour, or emotional and social issues.

When it is decided that a student has SEND, the decision will be recorded on the Academy SEND register and the student's parents/carers will be formally informed that special educational provision is being made.

3.3 **Wave 3 – Academy-focused support**

Where children fail to make expected progress or sustained improvements after support, as outlined in Wave 2, we will take the necessary steps to ascertain whether this is the result of a SEND. Children have SEND if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of

- children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Such a difficulty may fall into one of four main categories:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; or
- sensory and/or physical impairment.

However, some individual students may have needs that cut across all these areas and their needs may change over time.

Provision for students at Wave 3 will be set out on an Additional Support Plan (ASP), which will be drawn up by an Additional Needs Coordinator (ANCO) in consultation with the student, parents/carers and relevant staff, and kept under review by the form tutor.

3.4 **Wave 4 – Education Health and Care Plans (EHCPs)**

Where a student continues to fail to make expected progress or sustained improvements after support, as outlined in Wave 3, we will seek additional support by applying to the appropriate Local Authority for a statutory assessment of SEND. If such an application is successful, we will deploy any additional financial resources received in order to best achieve the objectives of the plan. In making decisions on the deployment of resources, we will consider research evidence on effective interventions. This means that few, if any, students will be supported exclusively by means of 1:1 in-class support.

4 **Implementation**

4.1 **Subject Teachers** are responsible for:

- Being familiar with data on the student's prior attainment.
- Providing high-quality teaching, differentiated as appropriate, to meet individual needs, including implementing any ASP or EHCP that may be in place.
- Directing the work of any other adults working with the student in class.
- Assessing students accurately in line with the whole Academy tracking systems so that students not making expected progress can be quickly identified.
- Identifying students who may have learning difficulties and seeking advice from SEND staff on strategies to address these issues.
- Contributing to subject team adjustments and interventions at Wave 2.

4.2 **Subject Leaders** are responsible for:

- Monitoring the quality of teaching across the subject.
- Monitoring the accuracy of assessment across the subject.

- Identifying individual students who are not making expected progress in the subject.
- Coordinating and monitoring short-term, subject-based interventions at Wave 2.

4.3 **The Pastoral Team (including Form Tutors)** are responsible for:

- Identifying any student whose wider social development is insufficient to ensure a successful transition to adult life and seeking advice from the SEND team as appropriate.
- Reviewing the provision made for students with ASPs, which includes consulting with parents/carers as part of the student review day.

4.4 **Lead TA**

- Effective deployment of Teaching Assistants.
- Effective management and support for SEND students in the ASPIRE centre.
- Pastoral support for SEN students and parents.
- SEND provision maps.
- Access for TAs to necessary CPD/training to support SEND students.
- Liaison with Family Coordinator.

4.5 **Additional Needs Coordinators (ANCOS)** are responsible for:

- Providing advice and support to teaching and support staff on effective strategies for working with students at Wave 1 and Wave 2.
- Consulting with students and parents/carers to draw up ASPs for students at Wave 3, which specify clear objectives and strategies for achieving them.
- Amending ASPs in light of feedback and review.
- Writing applications for statutory assessments of SEND (through an EHCP) where students are not making expected progress at Wave 3.
- Coordinating the statutory assessment process, which includes liaison with appropriate external agencies. These agencies may include (but are not limited to):
 - educational psychologists
 - Child and Adolescent Mental Health Services (CAMHS)
 - specialist teachers or support services
 - therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Coordinating the annual review of EHCPs including consultation with parents/carers and students.

4.6 **The Special Educational Needs Coordinator (SENCO)** is responsible for:

- The strategic planning and development of provision for students with SEND across the Academy; the SENCO has the status of Deputy Headteacher.
- Overseeing the writing and implementation of any sections relating to SEND provision in the annual Academy Improvement Plan.

- Ensuring that the needs of students with SEND are considered in all aspects of Academy decision making.
- Supporting and challenging the work of the ANCOs through effective line management.
- Supporting and challenging the work of the Academy's ASPIRE Centre (our provision for students whose learning or social, emotional and mental health needs, requires them to be withdrawn temporarily from mainstream lessons for assessment or additional support) through effective line management.
- Supporting and challenging the work of the lead teaching assistant through effective line management.
- In consultation with subject and SEND staff, deciding on when students should move between Wave 2 and Wave 3, and when applications for statutory assessment of SEND should be made.
- Prioritising referral of students to external agencies.
- Ensuring that any complaints from students and parents/carers are effectively dealt with.
- Monitoring spending on provision for SEND to ensure value for money.
- Reporting to the Headteacher and governors on all aspects of the implementation of SEND policy, including evaluation of the extent to which the objectives of the policy have been met.

4.7 **The Academy Leadership Team** is responsible for:

- Promoting the Academy's core values, including making achievement and well-being our first priority, promoting and achieving excellence, and encouraging equality and diversity, and ensuring that the core values inform all aspects of our work with students with SEND.
- Ensuring that the Academy curriculum meets the needs of all students, including those with SEND.
- Ensuring the quality of teaching across the Academy.
- Supporting and challenging the work of Subject Leaders through effective line management.
- Ensuring the Academy CPD programme equips all staff to meet the needs of students with SEND.
- Ensuring that the Academy's assessment and tracking systems enable effective monitoring of the progress of students with SEND.
- Ensuring that the Academy's pastoral systems enable effective monitoring of the social development of students with SEND.
- Ensuring that the Academy's reporting system enables the parents/carers of students with SEND to understand the progress their children are making.

4.8 **The Headteacher** is responsible for:

- Establishing the Academy's core values and ensuring they inform all aspects of our work with students with SEND.
- The construction and implementation of the annual Academy

Improvement Plan, including ensuring the continuous improvement of provision for students with SEND.

- Setting the Academy's annual budget, including negotiating SEND funding with Cheshire East Council and ensuring that appropriate resources are allocated to meet the needs of students with SEND.
- Supporting and challenging the work of the SENCO through effective line management.
- Ensuring that provision for students with SEND does not compromise the effective education of our other students.

4.9 **The Full Governing Board** will

- Review and approve the SEND policy yearly.
- Appoint an SEND governor.
- Review and approve the statement of SEND provision on Academy website.

4.10 **The SEND Governor** is responsible for:

- Becoming familiar with all aspects of the Academy's SEND policy and practice, and the current *SEND Code of Practice*.
- Ensuring that the SEND policy and information report are reviewed on an annual basis and published on the Academy website.
- Checking that the Academy's notional SEND budget is appropriately allocated to support students with SEND.
- Building a trusting and supportive relationship with the Academy SENCO.
- Monitoring relevant sections of the Academy Improvement Plan.
- Maintaining oversight of the progress of students with SEND.
- Gaining the student perspective on SEND provision by undertaking student voice activities with children with SEND.
- Reporting to the FGB on the implementation of the SEND policy, systems and practices, and on the overall quality and effectiveness of SEND provision within the school.
- Ensuring that the FGB publishes an annual report to parents on the implementation of the SEND policy.

5 **Monitoring**

- 5.1 The individual progress of students with SEND will be monitored by the ANCOs, supported by the SENCO and the Academy Leadership Team, using the Academy tracking system. A full report on the progress of children with SEND will be presented to the FGB once per year and the identified SEND Governor will be actively involved in monitoring pupil progress and provision via both the SENCO and Headteacher/Academy Leadership team. The SEND policy and Academy SEND information report will be reviewed annually.

6 Admissions

At The Academy we will:

- Ensure that our oversubscription criteria give high priority to students with EHCPs wherever we are confident that we can meet their needs.
- Work with Cheshire East LA to try to maintain an upper limit of 5% of students with EHCPs in any one year group by encouraging the parents of children with EHCPs from primary schools outside the Academy Learning Community to take advantage of the provision in their local secondary school.
- Work with partner primary schools to ensure the smoothest possible transition for students with EHCPs or in receipt of SEND support.