



**Cabot
Learning
Federation**

SEND Policy 2023-24

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Contents

1. Aims.....	2
2. Legislation and Guidance.....	3
3. Definitions	3
4. Roles and Responsibilities	3
5. SEND Information Report.....	4
6. Monitoring Arrangements.....	6
7. Links with other Policies and Documents.....	6

1. Aims

Our SEND policy reflects our whole school ethos:

- At Monkton Wood, we really do believe in the value of educating ‘The Whole Child.’
- We expect students to take responsibility for themselves.
- Individuals are encouraged to thrive.
- Our students want to succeed, and we enjoy very strong support from parents.
- There are opportunities for every young person to achieve success in extra-curricular activities.
- We want students to have fun, to be challenged, to develop a real love of learning and finally, to leave school as confident, committed young adults, well equipped to take on the responsibilities of the adult world.

Monkton Wood Academy is committed to equality of opportunity: we are passionate about inclusive education for all and welcome a diversity of culture, religion, and intellectual ability. We endeavour to meet the needs of all young people from 11-18 with a learning difficulty, disability, disadvantage, or other additional educational need.

Our school ethos complements that of the SEND Code of Practice (2014) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

We understand the importance of early identification and assessment of additional learning needs so that appropriate strategies can be put in place. All staff members have due regard to general duties to promote disability equality. The school strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet diverse learning needs.
- Remove barriers to assessment, learning and progress.

Provision for students with SEND is a whole school responsibility. In line with the Code of Practice (2014) the school will make every endeavour to:

- Offer all students with SEND access to a broad, balanced, and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education (alongside students who do not have SEND) in order to maximise their achievement.
- Meet the learning needs of students with SEND within inclusive mainstream classes to maximise opportunities for them to make good progress.

- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered, and informed contribution to the education of their child.
- Designate a teacher responsible for the coordinating of SEND provision i.e. Associate Assistant Headteacher and SENDCo
- Identify, assess, address and regularly review students' additional learning needs and the suitability of current provision as part of the 'Access, Plan, Do, Review' monitoring cycle.

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, SEND Co-ordinators (SENDCos) and the SEND information report

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. 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 school has 2 full time SENDCos, both of whom can be contacted on 01823 412396:

- Ms F Harrell – Associate Assistant Headteacher/SENDCo (KS4)
- Mr J Moncur – SENDCo (KS3)

They will:

- Work with the Headteacher 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 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 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 governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangement.
- Ensure the school keeps the records of all pupils 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 SEN and Disability provision within the school and update the governing board accordingly.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher 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 SEN and/or a Disability.

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** - Autistic Spectrum Disorder, Asperger's Syndrome, Speech Language and Communication Needs (SLCN)
- **Cognition and Learning** - Dyslexia, Dyspraxia, Learning Difficulties
- **Social, Emotional and Mental Health** - Attention Deficit Hyperactivity Disorder (ADHD), Emotional Based School Avoidance (including anxiety)
- **Sensory and/or Physical Needs** - Visual Impairments, Hearing Impairments, Processing and Sensory Difficulties.

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 universal offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will help to ensure that:

- Everyone develops a good understanding of the pupil'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.

Notes of these early discussions will be added to the pupil's record and given to their parents accordingly. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The tutor, class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

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

The assessment will be reviewed regularly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

5.6 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.

Our provision also includes the following evidence based and time bound interventions/programmes:

- My Lexia (phonics intervention)
- Social Skills
- ELSA
- EBSA
- Accelerated Reader (English Department)
- School Counsellor

5.7 Adaptations to the curriculum and learning environment

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

- 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.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reading pens.
- Site wide access for all visually and physically impaired students including hoists, evac chairs, lifts, and visual aids.
- 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 a large team working from the Learning Support Department comprising 2 SENDCos, 2 Deputy SENDCos, an experienced Counsellor/Therapist, EHCP Coordinator, SEND specific administration, Mental Health Lead, HLTAs and LSAs.

We work closely with a number of agencies to provide holistic support for pupils with SEND, these include (but are not limited to):

- Hearing Support
- Visual Support

- Autism and Communication Service
- Educational Psychology
- CAMHS
- Social Services
- Taunton Dean Partnership College (TDPC)
- Conquest alternative provision

5.9 Expertise and training of staff

The Associate Assistant Headteacher/SENDCo is experienced in the role and has the National Award for SEND Coordination (NASEN) and a Master’s degree in Educational Leadership.

Training and upskilling are ongoing within the team and a key part of what we do to keep abreast of developments in our field. Most recently, the team received training around the following: Dyslexia Friendly Classrooms, Autism Friendly Classrooms, 5 Point Scale in partnership with the Cedar Centre staff, SEMH Friendly Staff, Sensory Awareness, Evac Chair Training and Personal Care Training.

5.10 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 after the intervention has been completed
- Monitoring by the SENDCo/SEND Team
- Using provision maps to measure progress
- Holding annual EHCP reviews.

5.11 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 go on our residential/off-site trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school’s wider extra-curricular offer to promote teamwork/building friendships as well as all the enrichment opportunities available to them as a citizen of the school community.

5.13 Complaints about SEND provision

At Monkton Wood, we are clear about the difference between a complaint and a concern. Initial concerns regarding SEND provision should be referred to the SENCO in the first instance. It is our aim to resolve all concerns quickly, informally and to the satisfaction of all parties. If a resolution is not found, a complaint about SEND provision in our school should follow the school’s usual complaints process, as outlined in the complaints policy available on the school’s 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.

5.14 Contact details of support services for parents of pupils with SEND

Somerset SENDIAS can give children, young people, parents and carers information, advice and support about SEND:
<https://www.somerset.gov.uk/send/somerset-sendias/>

5.15 The local authority local offer

Our Local Authority's local offer is published here: <https://www.somerset.gov.uk/children-families-and-education/the-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 via ratification by the academy council.

7. Links with other Policies and Documents

This policy closely links to the following other policies/documents:

- Accessibility Plan
- Learning Ready Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy