



Rye Community Primary School Policy

Policy Title:	SEND Policy
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	February 2019
Review:	Spring 2020

Special Educational Needs and Disability (SEND) Policy

Legal Framework

This policy complies with the Special Educational Needs (SEN) and Disability Code of Practice and Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities;
- Children Act 1989;
- Children Act 2004;
- Children and Families Act 2014;
- Data Protection Act 1998;
- Education Act 2002;
- Equality Act 2010: Advice for Schools DfE May 2014;
- Human Rights Act 1998;
- Keeping Children Safe in Education Guidance from the DfE September 2016;
- Public Sector Equality Duty;
- Safeguarding Vulnerable Groups Act 2006;
- Academy Admissions Code;
- Schools SEND Information Report Regulations (2014);
- SEND Code of Practice 0 – 25 (Jan 2015);
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014);
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64);
- The National Curriculum in England framework document (September 2013);
- Teachers' Standards 2012.

Policies Relating To SEND

This policy is one of a series in the Aquinas Church of England Trust's (the Trust) integrated Inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against staff;



- Complaints;
- Data Protection;
- Document Management and Retention;
- Equality;
- Grievance and Disciplinary;
- Health and Safety;
- Induction;
- Lone worker;
- Positive Handling;
- Safeguarding;
- Safer Recruitment;
- Whistleblowing;

Academies' individual policies on:

- Accessibility Plan;
- Administration of Medicines and Children with Medical Conditions;
- Admission Arrangements;
- Anti-bullying;
- Attendance;
- Appropriate physical contact including restraint;
- Behaviour;
- Child Looked After;
- Child Protection;
- Complaints;
- Curriculum;
- First Aid;
- Health and safety procedures;
- Missing children;
- Personal and intimate care;
- Photography of children and young people;

The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

Under the Children and Families Act 2014 the Academy must:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- Ensure that parents or young person are notified by the Academy when special educational provision is being made for their child, because it is considered that he or she has SEN;
- Make sure that all colleagues who are likely to teach the pupil are aware of the pupil's SEN;



- Make sure that the teachers at the Academy are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;
- Ensure that there is a qualified teacher designated as special educational needs coordinator (SENCo) for the Academy. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant academy for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- Consult the Local Authority and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Ensure that pupils with SEN join in the everyday activities of the Academy together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- Take account of the 'SEN Code of Practice' when carrying out their duties towards all pupils with SEN;
- Where an LA or the First-tier Tribunal names a academy as the academy the child will attend on an Education and Health Care Plan, admit the child to the Academy. Before naming the Academy on an Education, Health and Care Plan, the LA must consult the Academy.
- Co-operate with the LA in developing the local offer;
- Produce and publish online its SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and,
- Have arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

In addition, the Academy must ensure that there is no discrimination, harassment and victimisation of pupils with SEN or disabilities and reasonable adjustment are made in favour of pupils with disability in order to avoid any disadvantage to such pupils due to their disability.

Objectives

All colleagues at the academy are committed to meeting the special educational needs and disabilities (SEND) requirements of all pupils. We aim to:

- Meet the needs of all pupils, including pupils with SEND so that they realise their full potential as we value all pupils equally;
- Identify, assess, record and regularly review the progress of pupils with SEND thereby ensuring their needs are met;
- Meet these needs as far as possible within the normal classroom environment to avoid negative perceptions with all pupils receiving a broad and balanced curriculum;
- Ensure that all pupils make the best possible progress and grow in confidence and self-esteem in an environment which fulfils the variety of talents of each pupil in a caring, supportive and disciplined manner;
- Ensure effective communication with parents so that they are informed of their child's needs and pupils are empowered to express their views and are involved in the decisions which affect their education where appropriate;



- Ensure that pupils with SEND have equal curricular opportunities within the bounds of the Disability Discrimination Act. Adjustments may be necessary in the interests of individual pupils;
- Recognise that in meeting the needs of pupils with SEND it is essential to have successful partnerships between pupils, parents, teachers and external agencies who are all essential contributors, and information on progress is shared regularly;
- Ensure that there is equality of opportunity for all pupils with SEN and disabilities and that they are able to access the provision at the Academy and are not at a disadvantage due to their SEN or disability;
- Ensure that the necessary reasonable adjustments are made to ensure that pupils with disabilities are not disadvantaged owing to their disability.

The Academy hopes to achieve the objectives by:

- Implementing the SEND Code of Practice;
- Operating a “whole pupil, whole-school” approach to the management (including SEND being a regular item on the senior leadership team agenda) and provision of support for SEND and ensuring that all teachers recognise that a consideration of SEND permeates the whole curriculum and all aspects of teaching and learning;
- Providing support, advice and training for all colleagues working with pupils who have special educational needs and disability ensuring that specific SEND and ensuring that specific SEND training is provided in the academy training programme;
- Ensuring that pupils with social, emotional and behavioural difficulties are recognised as having SEND and have the same staged approach as other pupils who have learning difficulties and disabilities;
- Ensuring the identification of pupils with SEND, appropriate designation on the SEND register (including pupils who are also in the care of the local authority) and regular assessment and review of their progress in accordance with the procedures at the academy;
- Ensuring that disability pupils are assessed and the appropriate reasonable adjustment put in place;
- Ensuring that the parents of pupils with SEND have the opportunity to discuss progress during each academic year and are kept fully informed of pupils’ SEND and their placement on the SEND Register;
- Monitoring the SEND provision at the academy and the involvement of pupils with SEND in the wider life of the academy;
- Taking all steps to ensure that pupils who require ‘Education, Health and Care Plans’ (EHC Plans) are assessed by the Local Authority, the EHC plans are prepared and reviewed annually;
- Maintaining links with other mainstream schools and special schools, including arrangements when pupils change or leave the academy.



Key Roles and Responsibilities

The academy values every child as a learner and aims to offer an education appropriate to each individual pupils needs to ensure they reach their potential and beyond, regardless of their start point. Provision for pupils with SEND is a matter for the academy as a whole. The Executive Headteacher/Head of School, the SENCo and all other colleagues have important responsibilities for the provision and delivery of this provision.

Academy Details

SENCo: Mrs. Lisa Nice (Assistant Headteacher – Inclusion)
Rye Community Primary School
The Grove
RYE
TN31 7ND

Academy Designated Safeguarding Lead: Miss Kelly Martin

Academy Designated Teacher for Children Looked After: Mrs. Lisa Nice

Colleague responsible for Management of Medical Needs: Mrs. Sharon Manktelow

Mrs. Judith Ruffhead

Specific Roles Assigned within the academy

Mrs. Nice, Assistant Headteacher – Inclusion, is responsible for meeting the requirements of the Code of Practice, to lead the Assistant Team in the day-to-day operation of the SEND Policy, including the deployment of TAs, specialist staff, and staff from outside agencies. This is in line with the Code of Practice, 2001, paragraphs 6.32 – 6.40.

The Assistant Headteacher has oversight of the testing of pupils for access arrangements for special considerations during examinations. The assessor will meet all DfE training and qualification requirements, in line with DfE guidelines.

The Assistant SENCo is responsible for keeping an accurate record of all pupils with SEND, their place on the SEDN register, and for home-academy liaison.

Executive Headteacher/Head of School

- The Executive Headteacher/Head of School is the ‘Responsible Person’ as described in the Code of Practice, but may choose to delegate aspects of work;
- The Executive Headteacher/Head of School will be responsible for appointing the SENCo who must achieve a national award in special educational needs co-ordination within 3 years of appointment. The SENCo is a member of the academy’s leadership team. The designated member of the senior leadership team responsible for SEND is Mrs. Lisa Nice;
- The Executive Headteacher/Head of School will be responsible for ensuring that the SENCo has complied with the requirements of the SEND Code of Conduct;
- The Executive Headteacher/Head of School will ensure that the academy prepares an annual SEND information Report as required by section 69 of the Children’s and Families Act 2014;



- The Executive Headteacher/Head of School will be responsible for appointing the 'Designated Safeguarding Lead' (DSL) who, in turn, will be responsible for the safeguarding of pupils with SEND and will liaise with the SENCo where appropriate;
- The Executive Headteacher/Head of School will be responsible for appointing the 'Designated Teacher' (Designated Teacher) who, in turn, will be responsible for the Children Looked After at the Academy;
- The academy has SEND procedures in place that are in accordance with current legislation and statutory guidance issued by the Department for Education (DFE), the SEND Code of Practice, the Equality Act 2010 and such other statutory or guidance documentation which from time to time the DFE shall stipulate.

The Executive Headteacher/Head of School will ensure:

- The academy has a SEND Policy which follows the format outlined in the Trust Appendix A model as well as an academy Accessibility Plan;
- The academy regularly reviews its SEND procedures and Accessibility Plan in liaison with the Trust's safeguarding representatives;
- All policies and procedures within the SEND suite and the Trust's Equality Policy are implemented and followed by all colleagues;
- Regular training and updates are provided for all colleagues including timely induction for new colleagues;
- The academy ensures colleagues have received the appropriate safeguarding training to include safe handling and the recruitment of employees follows safer recruitment requirements;
- The academy has procedures for dealing with allegations of abuse against colleagues and volunteers that comply with guidance from the government and local authority and locally agreed inter-agency procedures. These include procedures in place to make a referral to the 'Disclosure and Barring Service' if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse against Staff Policy. The Chief Executive Officer shall be responsible for liaising with the Local Authority and /or partner agencies in the event of allegations of abuse being made against the Executive Headteacher;
- All colleagues feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the Trust's Whistleblowing Policy;
- Learners' safety and welfare is addressed through the curriculum;
- The SEND policies and procedures are made available to parents and other stakeholders on request.

SENCo

The SENCo is responsible for:

- Meeting the requirements of the Code of Practice, leading the SEND Team in the day-to-day operation of the SEND Policy, including the deployment of Teaching Assistants, specialist staff, and staff from outside agencies in line with the Code of Practice, 2001, paragraphs 6.32 – 6.40;
- Determining the strategic development of the SEND Policy and provision at the Academy;



- The day to day operation of the academy's SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC Plans;
- Ensuring the assessment of pupils and their SEND needs, putting in place the appropriate support plan and reviewing it;
- Providing professional guidance to colleagues (including training for colleagues) and working closely with colleagues, parents and other agencies and where appropriate managing teaching assistants and individual support assistants;
- Advising on the Local SEND Offer and working with professional in order to support families and to ensure pupils with SEND receive appropriate support and high-quality teaching;
- Liaising with the Designated Teacher where a Child Looked After also has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the Academy's SEND budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about the options and a smooth transition is planned;
- Working with the Executive Headteacher/Head of School to ensure that the academy and the Trust meets its responsibilities under the Equality Act 2010 in relation to reasonable adjustments and access arrangements;
- Maintaining the SEND register and ensuring that the academy keeps the records of all pupils with SEND up to date together with monitoring their progress by reference to data analysis and national benchmarking.

Teaching Assistants

Teaching Assistants are responsible for:

- Providing appropriate, well planned support to pupils with targeted support and those with Education, Health and Care Plans. This can include in-class or small group support.

Teachers

Teachers have a responsibility for:

- Ensuring they take account of pupils' specific learning needs when planning lessons to ensure that access is equally available for all pupils. Where difficulties persist the SENCo should be approached for further advice. It is important to show what provision and differentiation has taken place;
- Liaising with parents, carers, families, external agencies, teaching assistants and other associates where necessary in conjunction with the SENCO;
- Promoting equality at all times and taking all reasonable steps to ensure that pupils with SEN or disabilities are not harassed or victimised. Reasonable adjustments will be made in favour of pupils with disabilities to ensure they can access the curriculum.



Special Educational Needs

The academy recognises the importance of identifying the needs of all children at the point of entry and, following parental consultation, putting in place the necessary package of support to ensure that pupils identified with special education needs achieve their full potential.

Identification of SEND

The academy recognises the importance of early identification and aims to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the academy needs to take. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child.

The academy recognises that many factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the equality legislation can enable a child to make expected progress;
- Attendance;
- Health and welfare;
- English as an Additional Language (EAL);
- Being eligible for Pupil Premium;
- Being a Child Looked After;
- Being a Child of Service Personnel.

A rigorous system of progress monitoring across the academy takes place on a regular basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed through the provision of the following support:

- Multi-agency approach;
- Social and communication advise;
- Speech and Language Therapy;
- Teacher from the EAL service;
- Social Skills groups, teaching essential life skills;
- Key Worker Family Support;
- Young carers;
- Dragonflies, support for bereavement;
- Academy Nurse Service;
- Primary Mental Health Worker.

Please see the academy's SEND Information Report for further details.



Providing SEND Support – A Graduated Response

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

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

The academy regularly and carefully reviews the quality of teaching, learning and assessment for all pupils including those at risk of underachievement. This will include reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

The following is undertaken:

- Appraisal and Capability Policy;
- Ongoing SEND training throughout the year;
- Regular meetings between teachers and SENCo;
- Data analysis of SEND learners at Data Capture (DC) points;
- Observations;
- Learning Walks;
- Additional Needs Plans;
- SEND Intervention Records;
- Teaching Assistant Meetings;
- Pupil Progress Reviews.

Before special educational provision is made, the SENCO and the relevant teacher will consider all the information from within the academy about the pupil's progress, alongside national data and expectations of progress in consultation with parents. The East Sussex Matrix is used to aid identification of need within the four categories identified by the SEND Code of Practice (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

- **Assess:** If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCo, may take place;
- **Plan:** Interventions based on the outcome of assessment are planned;
- **Do:** Delivered by appropriately trained colleagues. Support may take the form of additional in-class provision or an intervention group to address a particular need;
- **Review:** The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the academy's cycle of progress monitoring.

If, despite support, a pupil fails to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place pupils on the SEND register, in formal consultation with parents.



Academy Provision

The academy has in place Quality First Teaching with differentiated work where appropriate.

In addition:

- Smaller groups for targeted pupils;
- Advice from external therapists;
- Mentoring, counselling and therapeutic inputs;
- Key Worker Family Support;
- Primary Mental Health Worker
- Detailed assessment and monitoring.

Use of Teaching Assistants

An effective Teaching Assistant (TA) can have a significant impact on learning. The role of a Teaching Assistant is to complement the teacher and provide a personalised learning experience to all pupils, in particular those with special, or additional, educational needs. It is the responsibility of the teacher to make lesson plans available and it is the responsibility of the Teaching Assistant to deliver support to the identified pupil in line with these.

Refer to Appendix 2 for further information on the role of the Teaching Assistant.

Teaching Assistants, who are directly involved with a child, or group of children, will liaise with the teacher, parents and SENCo in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SENCo. The academy provides, wherever appropriate, Teaching Assistants to support children with Additional Needs and EHC Plans in the classroom.

Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the pupil has been placed on the SEND register. The SENCo, in consultation with the teacher, pupil and parents will draw up an Additional Needs Plan.

Within Rye Primary provision is carried out as follows:

All 'Wave 1' interventions are planned and monitored by the class teacher and delivered by colleagues who have had appropriate training. Records of interventions are kept through whole-academy, class and individual provision maps. The effectiveness of interventions is regularly monitored on a termly basis, at data capture points or more frequently for certain interventions. Individual pupil targets are assessed as part of the academy's cycle of progress monitoring.

While the needs of the majority of pupils will be met from within the academy's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, a pupil living in East Sussex will need an Education, Health and Care Plan which is received through a formal request for statutory assessment. This should be discussed with the SENCO. The academy will provide a 'costed' provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to



support the pupil in achieving desired outcomes. Where additional funding is agreed, an Additional Needs Plan/Education, Health and Care Plan will be put in place. Thresholds for funding are related to need and can be found in the East Sussex Matrix.

Criteria for Exiting the SEND Register

When a pupil has progressed and attained in line with age related expectations, they may exit the SEND register if no other identified Special Educational Needs have been highlighted.

If a pupil no longer meets the requirements from the Local Authority and can be facilitated through Quality First Teaching they will be put on a monitoring programme.

Further details of the provision at the academy can be found at Appendix 1.

Supporting Pupils and Families

Arrangements for including parents and carers of children with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through review meetings, parent evenings, phone calls, emails, letters and by word of mouth;
- The academy encourages parents and carers to discuss any concerns regarding their children. Initially this should be done through the class teacher or if necessary, by the SENCo;
- Interpreters can be arranged for those parents and carers who require it;
- Updated Additional Needs Plans and EHC Plans are sent to parents and carers three times a year;
- Each year the academy will include the following information on their website:
 - The success of the SEND policy;
 - Any significant changes to the policy;
 - Any consultation with the Local Authority and other schools and/or units;
 - How resources have been allocated for SEND provision, including the use of the Pupil Premium where relevant;
 - The Annual SEND Information Report;
 - A link to the ESCC Local Offer.

If a pupil is performing below the expected level for their age and the academy's intervention programmes have not helped the pupil to make sufficient progress, then the academy will liaise with parents and may approach the Local Authority to ask for an EHC assessment.

The Local Authority will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the Local Authority. (The Local Authority has to produce a document called the 'Local Offer' which describes the support and facilities available.)

Parents see a draft of the proposed plan. They have the right to state, if they wish, at which academy they wish their child to receive their education. Local Authorities are obliged to provide a place at the nominated academy unless there are very good reasons not to do so.



Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent and pupil and colleague views. The academy undergoes an active process of continual review and improvement of provision for all pupils.

The criteria for success of the SEND provision are as follows:

- SEND register to be updated at least once a term;
- Pupil Progress Meetings are held regularly and EHC meetings are held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEND files;
- Parents and carers to be kept regularly informed and involved;
- Parents and carers to be invited to Additional Needs Plan or EHC Plan reviews three times a year;
- Pupils to be involved, as appropriate;
- Relevant SEND data or paperwork to be stored or filed in a central system;
- External agencies to be involved as indicated in the EHC plan;
- Agencies to be managed effectively by the SENCo;
- INSET/SEND updates passed onto colleagues where appropriate;
- All reports from agencies copied to teachers
- Teaching Assistant monitoring sheets implemented and passed to SENCo.

The Head of School uses this criterion to determine the success of the SEND provision.

The Education Scrutiny Committee of the Trust has oversight of Trust's SEND provision. It receives reports from the Trust's SEND Coordinator and makes appropriate recommendations.

Training and Resources

The training needs of colleagues, including associates, are regularly reviewed, and planned for so that all colleagues are well equipped to meet the needs of the most common barriers to learning. Where pupils present with less common difficulties, colleagues access training and support from specialist teachers or therapists. All colleagues are actively encouraged to take advantage of training and development opportunities.

All teaching and associate colleagues undertake induction training when taking up their post. This includes meeting with the SENCo to explain the systems and structures in place in relation to the academy's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo regularly attends the Local Authority's SENCo Forums in order to keep up to date with local and national updates in SEND. The SENCo provides training on topics such as:

- The role of the TA;
- Listening to children read;
- Planning interventions;
- Assessment and monitoring;
- Individual training sessions on pupil's Additional Needs Plans and EHC Plans;
- Precision teaching strategies;



- Basic skills.

Managing Information

The academy follows the Trust's policies on Data Protection and the management and retention of documents.

Complaints

All complaints regarding the academy's SEND provision should be made in accordance with the Trust's Complaints Policy which is available on the Academy's website. All initial concerns should be raised with the SENCo in the first instance.

Reviewing the Policy

The policy is reviewed annually with the Trust and the academy.

February 2019 BBL

EQUALITIES

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix A

Special Educational Needs and Disability (SEND) Policy

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an Accessibility Plan. The Accessibility Plan represents the academy's current approach to meeting the requirements of The SEN and Disability Act 2001 and The Equality Act 2010. Reference: Academy Accessibility Plan. The academy uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support (except for those wearing glasses).

The academy promotes accessibility for pupils with SEND as follows:

How disabled pupils' ability to participate in the curriculum is increased – The academy's Special Educational Needs Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs including the provision of any necessary auxiliary aids. Working alongside the Local Authority and Educational Psychology Service, the SENCo team manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The leadership team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The academy works closely with specialist services including:

- Early Years Support;
- Occupational therapists and physiotherapists;
- Speech & Language Therapy,
- Sensory Support Service;
- English as an Additional Language Service;
- Educational Psychology Service;
- ISEND
- East Sussex Behaviour and Attendance Service.

How the physical environment for disabled pupils to better take advantage of the education, benefits, facilities and services at the academy is improved – This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the academy.

How the availability of accessible information to disabled pupils is improved - Colleagues are aware of the services available through the local authority for converting written information into



alternative formats. Pupils will also have access to the necessary auxiliary aids to promote accessibility

Admissions

The Trust operates an inclusive admissions policy and welcomes all applications to its academies. No child will be unfairly disadvantaged, either directly or indirectly, from a particular social or racial group, nor will a child with a disability or educational need.

The academy adheres to the Academy Admissions Code when consulting and determining its admission arrangements giving priority to a child looked after or previously a child looked after, and does not discriminate against applicants with special needs or disabilities.

The academy is able to provide educational and physical access as detailed in the Academy Accessibility Plan. Prior to admission, parents, carers and children are encouraged to voice any concerns about accessibility to the academy.

Access Arrangements for National Tests

A pupil may be entitled to additional time if they:

- Have an Education Health and Care Plan (EHCP);
- Use the Braille or modified large print (MLP) versions of the tests.

External agency recommendations/ Medical recommendations:

- Pupils with an EHCP or statement of special educational may be entitled to up to 25% additional time. The allowances for specific examination should be ascertained by reference to the SENCo.

Additional time:

- Additional time may also be appropriate for other pupils with educational needs and this should be ascertained with reference to the SENCo and where appropriate the exams officer.

Anti-Bullying

The academy is committed to equal opportunities and the right to all pupils to learn and work in a safe happy environment. The academy will not tolerate bullying in any form. Further details are found in the academy's Anti-Bullying Policy.

Child Protection and Safeguarding

The academy is committed to safeguarding and promoting the welfare of all pupils. Each pupil's welfare is of paramount importance and it is recognised that some pupils may be particularly vulnerable or at risk. The academy recognises that pupils who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way. The academy recognises that some pupils who are experiencing difficulties may harm others physically or emotionally. The academy will always take a considered and sensitive approach in such situations to ensure the support for all pupils. For further details please see the academy's Child



Protection Policy. This often involves close working between social services, the police, health agencies and education welfare.

Meeting Medical Needs and Long term Medical Needs

The administration of medicines is managed in accordance with the academy's policy together with the first aid procedures. These procedures put into place effective management systems and arrangements to support pupils with medical needs and to provide clear guidance for colleagues and parents/carers on the administration of medicines so that all children with a medical requirement can be cared for while in the Academy.

Children with medical needs have the same rights of admission to academy as other children, and cannot generally be excluded from academy for medical reasons. Occasionally, a pupil's presence on the academy site may represent a serious risk to the health or safety of other pupils, or academy colleagues, and the Executive Headteacher/Head of School may send the pupil home that day after consultation with the parents. This is not exclusion and may only be done for medical reasons.

The academy recognises that pupils with long term medical conditions should be properly supported so that they can have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case, the academy will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an EHC Plan which brings together health and social care needs as well as their special educational provision. In doing so, the academy follows the SEND Code of Practice 0 – 25 (2014).

The academy must have sufficient information about the medical condition of any pupil with long term medical needs. If a pupil's medical needs are inadequately supported this can have a significant impact on their academic attainment and possible lead to emotional or behavioural problems. Therefore, the academy needs to know about medical needs before a pupil starts academy. For pupils who attend hospital appointments on a regular basis, special arrangements may be necessary. The academy may have to draw up a healthcare plan involving parents and healthcare professions.

Other Agencies Involved with Support for Pupils and Families

A wide variety of agencies are available to support children with SEND and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The academy liaises closely with a wide range of other colleagues and works with them as they provide therapy within the academy.

The academy refers and liaises regularly with the following services:

- Educational Psychologist;
- East Sussex Behaviour and Attendance Service
- Speech and Language service;
- Occupational therapy service;
- Physiotherapy service;
- Sensory Needs service;
- Child and Adolescent Mental Health Service;



- Social Care.

The academy will co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Partnership with Parents and Carers

Arrangements for including parents and carers of pupils with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally and encouraged to discuss any concerns regarding their children. Initially this should be done through the relevant teacher followed, if necessary, by the SENCo. Interpreters can be arranged for those parents and carers who require it;
- Updated Additional Needs Plans or EHC plans to be sent to parents and carers three times a year;
- The academy's website will include the following information:
 - The SEND policy;
 - The SEND Information Report;
 - Details of how to access the Local Authority's local offer;
 - Details of how to access East Sussex parent voice.

Positive Handling and the Use of Reasonable Force

At the Academy, restraint should be an act of care and control, not punishment. The Academy does not advocate the physical restraint of pupils, the underlying principal in this policy is to maintain an ethos where it should not be necessary. Only in exceptional circumstances should physical intervention be used. The use of positive handling is only used when there is imminent threat, danger or when absolutely necessary. In such circumstances the Trust's Positive Handling Policy is followed.

Promoting Social, Emotional and Mental Well-Being

Pupils need to feel valued, confident and secure to make maximum progress in their learning and reach their full potential. Therefore, the academy is committed to promoting the social, emotional and mental well-being for pupils. This is achieved through a range of support systems which create safe and inclusive environments, teach social and emotional learning, and build capacity to self-promote mental health. These include:

- Multi-agency approach;
- Social and communication advice;
- Speech and Language Therapy;
- EAL service;
- Key Worker Family Support;
- Dragonflies, support for bereavement;
- Primary Mental Health Worker;
- School Nurse Service.



Sporting Activities

Most pupils with medical conditions can participate in extra-curricular sport or in the PE curriculum. For many pupils' physical activity can benefit their overall social, mental and physical health. Any restrictions on a pupil's ability to participate in Physical Education should be included in their health care plan or their SEND records.

Transition Arrangements (between classes, key stages, schools)

Information is shared between teachers prior to year or key stage transfer at the academy.

SEND records including details of EHC plans are transferred to new schools following agreed procedures and SENCo from the new academy often attends a final review meeting.

The pupil's SEND records or EHC plan will be reviewed shortly before transfer to a new academy and amended if appropriate;

Trips and Visits

Where safety permits, pupils with medical needs will be encouraged to participate in trips and visits. Staff members supervising excursions will be made aware of any medical needs and relevant emergency procedures.

Appendix B

Special Educational Needs and Disability (SEND) Policy

Role of the Teaching Assistant

An effective teaching assistant will...

Relationship:

- Have a professional relationship with the pupils in line with the academy's Behaviour Management Policy and the teacher's expectations.

Fully Prepared:

- Have the Educational Support Plans of each learner fully annotated and in mind for the lesson ahead;
- Come prepared with the lesson objective in mind, where provided by the teacher ;
- Have access to all materials to aid those with dyslexia and Moderate Learning Difficulties which are held in the classroom and allow them to access their curriculum;
- Allow time to fill out all comment sheets on learners with Education, Health and Care Plans;
- Take small targeted groups either in the classroom or to another room for a more personalised learning experience still in line with the lesson objectives.

Maintaining Learning Areas:

- Make sure equipment trays are full;
- Coordinate with the administrator for the renewal of supplies;
- Maintain displays in key rooms;
- Provide a scaffold which can assist the pupil to progress to the next stage of their learning, and not a 'crutch' which only provides temporary access.