

Special Educational Needs and Disability (SEND) Policy



1. Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated at Samuel Whitbread Academy and to have an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND is identified and provided for so that children and young people with SEND have access to the same full and varied curriculum as others
- Enable parents, carers and external agencies to work together with the school so that the needs of children and young people with SEND are fully met.

2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Jan 2015) and the Equalities Act (2010), available from the government website.

3. Procedure

Definitions:

The 2015 Code of Practice states that a child or young person has SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.”

“A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Identifying SEND:

Students will be identified through ongoing assessments by the child or young person’s teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, accessible classroom teaching targeted at the child or young person’s area of improvement.

Students will be tested on entry in English and Maths. Those identified by their previous school as having SEND will be further screened to assess need.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN.

The SENCO will then work with other staff to investigate this further and may engage the support of external agencies in order to identify the area of need.

The Code of Practice 2015 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision

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.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSA) or specialist staff.

High quality, fully inclusive teaching, that meets the needs of individual students, is the first step in responding to students who have or may have SEN. All young people make progress at different rates and learn in different ways, so teaching appropriately for them to access the lessons is key.

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage and motivate learning encouraging good pupil progress.

The school will take a graduated approach to supporting children and young people with SEND.

[Graduated Approach \(openobjects.com\)](https://openobjects.com)

In class support: Our team of trained LSAs work alongside students and teachers in the classroom. Help is available to all students in the class. Teachers and LSAs spend time planning the most effective ways of helping students to understand and achieve their best from that lesson.

Interventions: We run a reading intervention in the mornings called Lexia, which the students can also access from home too. We have social skills, Maths, English, touch typing, handwriting, study skills and 'Understanding their needs' interventions.

We use IXL which is online for English/ Maths and Science and social skills interventions too 'Talk about for Teenagers'.

The special educational provision in place should follow the four-part cycle:

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment and behaviour, results of standardised test screening and profiling tests, questionnaires of Parents/Carers and young people and observations.
2. **Plan.** This is likely to involve the SENCo, working with teachers, young people and their Parents/Carers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. **Do.** The 2015 Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that teachers work closely with any learning support assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review.** The progress of students who are receiving SEN Support should be reviewed termly and the academy should meet with Parents/ Carers three times a year. This may form part of the individual academies regular tracking processes.

Samuel Whitbread will outline its special educational provision in their provision map documents, which will form the basis of the school offer.

Where a child has SEN that can be met with high quality, inclusive classroom teaching, they will be recorded as a 'Monitor' on SIMS so that all staff are aware of their needs and strategies to support them in the classroom. Parents/Carers will be informed. If your child is on 'Monitor' the SEND team and the classroom teachers will continue to track their progress and highlight any concerns.

When it is felt that a child or young person requires special educational provision, as outlined above, the academy will enter their names on their SEN profile, in SIMS, as requiring SEN Support, set up a Personal Provision Plan (PPP) and review this termly, providing opportunities for Parents/Carers to meet with the school to discuss progress. If your child is on SEN Support, then they will be offered an intervention to support their need, whether this is in class support, time in Learning Support or with our online programmes.

Where a child or young person continues to encounter barriers to progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with and EHCP under the 2015 Code of Practice will have a PPP set up, and have their progress reviewed termly with Parents/ Carers by a member of the teaching staff. If your child has an EHCP then in class support will be available to them in some of their lessons. Samuel Whitbread Academy may also look at alternative educational provisions or packages should this deem necessary to support their ability to learn either in-house or externally.

A child with an EHCP relating to Autistic Spectrum Condition may well be placed by the local authority in our LA commissioned Additional Resourced Provision for young people with Autism.

5. Transition

The school will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND.

6. Monitoring and Evaluation

This policy and the effectiveness of SEN support will be monitored throughout the academy year as part of the self-evaluation systems in schools.

Every year, the school will publish, on the website, a SEN Information Report in response to section 6.74 of the Code of Practice (Clause 65).

7. Implementation and Review

This policy will be implemented by the staff and the SENCO will oversee the day to day implementation.

It will be published on the school website alongside the SEN Information report, and the school governors will be informed at review, which will take place annually in the summer term.

8. Author and Date

Thomas Rowell, Assistant Principal (SEND). May 2014
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Useful information from the Local Authority can be found at the Local Offer:
<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>