



**Tollbar MAT**  
Family of Academies

## **SPECIAL EDUCATIONAL NEEDS POLICY**

<b>Date reviewed:</b>	<b>February 2022</b>	
<b>Approved by:</b>	<b>Board</b>	<b>March 2022</b>
<b>Next review due by:</b>	<b>February 2023</b>	



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## 1. Aims

Our SEN policy aims to:

- Ensure the identification of all students requiring SEN provision as early as possible in their Academy career
- Ensure that all students have the right to achieve their maximum academic and social potential
- Ensure that parents and carers of SEN students are kept fully informed of their child's progress and attainment
- Ensure that all staff are made aware of the Academy's duties in respect of students with SEN
- Provide support and advice for all staff working with special educational needs students.

## 2. Legislation and guidance

This policy 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 students 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 (SENCOs) and the SEN information report

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

## 3. Definitions

A student has SEN if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in other schools within the local authority
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if special educational provision was not made for the student.

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The SEND Code of Practice identifies four broad areas of need: it is understood that these areas give an overview of the range of needs that should be planned for. All staff understand that individual students may often have needs that cut across more than one of these areas and that needs may change over time. Any assessment of need will endeavor to ensure that the full range of an individual student's needs is identified, not simply the primary need and that the support provided will be based upon a full understanding of an individual's particular strengths and needs.

## The four broad areas of need are:

- **Communication and interaction**  
This includes children who have speech and language difficulties and also those identified as having Autism.
- **Cognition and learning**  
This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as dyslexia, dyscalculia or dyspraxia.
- **Social, emotional and mental health difficulties**  
This can manifest itself in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs**  
This includes, amongst other things: Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCOs of our constituent Academies are as follows:

#### Secondary

Cleethorpes Academy	Miss L Ciechanowski
Louth Academy	Mrs H Naylor
Tollbar Academy	Miss D Parker
Somercotes Academy	Mr J White

#### Primary

Reynolds Academy	Miss L Waring
Pilgrim Academy	Mrs C France
Theddlethorpe Academy	Mrs S Cook

The SENCO will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN Policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN Policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential Post-16 providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and the Local Governing Body/Board of Directors to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the Academy keeps the records of all students with SEN up to date

## **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at Local Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academies and update the Local Governing Body on this
- Work with the Principal and SENCO to determine the strategic development of the SEN Policy and provision in the Academies.

## **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN Policy and provision in the Academy
- Have overall responsibility for the provision and progress of students with SEN and/or disabilities.

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student 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 SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## **5. The kinds of SEN that are provided for**

Our Academies currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **5.2 Identifying students with SEN and assessing their needs**

Each Academy has a clear approach to identifying and responding to SEN. We recognize the benefits of early identification in terms of improving long-term outcomes for students.

The Code of Practice states that "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

The process of identification in the Academies is as follows:

- Assessment on entry of each student's current skills and levels of attainment on entry, including baseline assessments in reading, spelling, maths and English, building on information from previous settings and key stages where appropriate.

- A consideration of any evidence that a student may have a disability under the Equality Act 2010 and, of what reasonable adjustments may be needed.
- Regular assessments of progress for all students by class and subject teachers, supported by the senior leadership team, which seek to identify pupils making less than expected progress given their age and individual circumstances.

Class and subject teachers will identify those 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
- 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 student is recorded as having SEN.

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 student 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.

### **5.3 Consulting and involving students and parents**

#### **Parental liaison and involvement**

Self-evidently, parents know a great deal about their children, they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and parents can hardly be overstated. Parents of SEN children are actively encouraged to be involved in all stages of their child's education. To help fulfil this important role in their child's education parents are encouraged to:

- Ensure that their child has (at least) the basic equipment necessary for all lessons.
- Show an interest in, and ask questions about, the work and activities in which their child is currently engaged in an Academy and/or home.
- Regularly look at, ask questions about, and comment meaningfully on the child's work.
- Ensure that the child completes all homework set.
- Make every effort to attend Parents' Evenings.
- Attend any meeting arranged by the SENCO for their child. This could include Annual Reviews for students with an EHCP or PSP meetings.
- Communicate to a Curriculum Leader or a particular teacher, any concerns or difficulties, interests or aspirations, that are either specific to, or that are seriously affecting their child's education.

Where appropriate, discussions with a student and their parents will be arranged to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the students' areas of strength and difficulty
- Parents' concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear about what the next steps are.

The Academy will formally notify parents in writing when it is decided that a student's name will be added to the SEN register.

## **5.4 Assessing and reviewing students' progress towards outcomes**

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

The class or subject teacher will carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student's own views
- If necessary, the SENCO will request advice from external support services.

The assessment will be reviewed regularly.

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

## **5.5 Supporting students moving between phases and preparing for adulthood**

Our Academies recognize the importance of supporting children and young people with special educational needs (SEN) or disabilities to prepare for adult life, and of helping them go on to achieve the best outcomes in employment, independent living, health and community participation. All staff believe that high aspirations are crucial to success and have a good understanding of what support is effective in enabling these. Discussions about longer term goals should start early and be centered around the student's aspirations, interests and needs. These discussions should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

**Preparation for adulthood can be defined as the process of preparing for:**

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living;
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community;
- being as healthy as possible in adult life.

It is recognized that students' aspirations and needs will not only vary according to individual circumstances, but will change over time as they get older and approach adult life.

### **Secondary Academies**

The curriculum in the secondary Academies is planned to develop high aspirations about employment, independent living and community participation and to include extra-curricular provision. Where appropriate, the Academies will work with other agencies, including: employment services; businesses; housing agencies; disability organizations and arts and sports groups, to help raise awareness of what is available to students as they get older and what it is possible for them to achieve. The Academies take account of the knowledge that it can be particularly powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community and will plan activities and speakers accordingly.

Independent careers advice is provided to all students in Years 8 to 13 and particular consideration is given to additional guidance for students with identified SEN needs. For students with EHC plans, preparation for adult life is an explicit element of their planning and support, focusing on what they want to achieve and the best way to support them to achieve including considering the right post-16 options. Where a student has an EHC plan, the Academy will work alongside the appropriate local authority which has a duty to ensure that all reviews of EHC plans from Year 9 (age 13-14) onwards include a focus on preparing for adulthood.

Contact is made with Post-16 providers in the spring/summer term of Year 11. Arrangements are made to ensure all relevant information is discussed and, where appropriate, that any additional transition activity is planned. Where appropriate, particularly where a student has an EHC plan, this contact will be made earlier, in line with the Annual Review process. Transfer of records is requested by Post 16 providers in the autumn term when students are confirmed as being on roll.

For students in the sixth form, additional support will also be in place for students with SEN, especially those with EHC plans. Where a student wants to enter higher education, provision and support will be planned and provided to help them to achieve that goal, wherever possible. The appropriate professionals within the sixth form and the Academy SENCO will work with the relevant local authority to make students aware of the support available to them in higher education and how to claim it, including the Disabled Students Allowance (DSA).

## **Primary Academies**

The primary Academies recognize the importance of starting early. When a child is very young, or SEN is first identified, families need to be reassured that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. Academies will work with other agencies which may include: health workers and social workers to encourage these ambitions right from the start. A child-centered approach will be taken which seeks to understand the interests, strengths and motivations of each child and uses this as a basis for planning support around them. Staff in the Academies will support so that they are included in social groups and develop friendships, particularly when they are transferring from one phase of education to another (for example, from nursery to reception). The Academies will ensure that students with SEN engage and participate fully in activities along with those students who do not have SEN including any wider community activity.

Links with secondary Academies ensure that transition is an on-going process. Sports afternoons, Science clubs and musical concerts for example, all prepare students for their transition to secondary education. In addition, staff from secondary Academies always meet with Year 6 teachers and the SENCO to gather information, including about SEN and friendship groups. All students attend transition days in the summer term before they leave Year 6. When necessary, additional visits can be arranged for students with SEN or students who require additional emotional support with the transition to secondary.

## **5.6 Our approach to teaching students with SEN**

Our Academies use a graduated approach when supporting students who have been identified as having SEN. Initially, the use of high-quality teaching that has been differentiated for individual students, is the first step in responding to students who have or may have SEN. We recognize that additional intervention and support cannot compensate for a lack of good quality first teaching.

### **SEN Support (K)**

The class teacher has initial responsibility for these students and will ensure that parents, Pastoral Managers and the SENCO are regularly kept informed if any child is experiencing difficulties. Students whose needs cannot be met through routine classroom differentiation alone will be offered additional support/interventions.

## **Education Health and Care Plan (E)**

This stage is identified by the code, as being when the relevant Local Authority takes the lead in assessing students and providing and reviewing EHCPs.

In line with the 2015 Code of Practice, Academies follow the 'Assess, Plan, Do, Review' approach for individual students:

### **Assess**

A class/subject teacher will carry out a clear analysis of the student's needs based on:

- The views of the child and their parents / carers
- The teacher's assessments and observations
- The student's current attainment
- The student's previous progress and attainment
- Tracking of progress and comparisons with national data
- Information and assessments by external agencies if appropriate.

### **Plan**

Following assessment, the teacher, SENCO, parent / carers and student, will agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review.

All planning must be child-centred and the outcomes must be focussed and recorded.

Where it is decided to place a student on the SEN register, the parents / carers will be notified in writing.

### **Do**

All of the student's teachers and support staff are made aware of the plan and put in place the adjustments, support and interventions. Teachers are responsible for:

- Differentiating and personalising the curriculum
- The delivery of 'additional and different' provision for a pupil with SEN
- The planning, support and impact measurement of all group and one-to-one interventions, these may be delivered by support staff
- Linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision.

The class/subject teacher should remain responsible for working with the student. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should still retain responsibility for the progress of the student, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

### **Review**

The quality, effectiveness and impact of provision (including any interventions) is evaluated by the review date. This includes sharing information with the student and their parent/carers and seeking their views.

The cycle then starts again at assess. The updated needs of the student are considered before planning a continuation of or change to provision. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

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

### **Curriculum Intent**

Academy leaders at all levels plan ambitious curriculums that are designed to give all students, particularly those with special educational needs and/or disabilities (SEN) the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced to build cumulatively sufficient knowledge and skills for future learning and employment for all students. Each Academy has the same academic, technical or vocational ambitions for almost all students. In the very small number of cases where this is not possible – for example, for some students with high levels of SEN – the curriculum is designed to still be ambitious and to meet individual student needs. All students study the full curriculum and the Academies ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary, particularly at Key Stage 4 and 5.

### **Implementation**

All teachers have good knowledge of the subject(s) and courses they teach and take account of the individual needs of students, particularly those who have SEN, in lessons. Particular consideration is given to: how teachers present the subject matter clearly for all students; how to promote appropriate discussion for all students; checking all students’ understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, including for individual students and groups of students. Consideration is made for students with SEN in particular when helping them to remember in the long term the content they have been taught, to integrate new knowledge into larger concepts and in using assessment to help embed and use knowledge or to check understanding.

The teaching of reading is planned for at all stages in order to develop students’ confidence and enjoyment. At the early stages of learning to read, regardless of age, reading materials are closely matched to students’ phonics knowledge.

We make the following adaptations within the delivery of our curriculum to ensure that all students’ needs are met:

- Differentiating the delivery of our curriculum to ensure that all students are able to access it, for example, by banding and setting, 1:1 work, guided small groups, modifying teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using understanding of pedagogy and research-based practice, especially regarding SEN, to inform classroom practice.

### **Impact**

All Academies assess the extent to which all students, including those with SEN, develop detailed knowledge and skills across the curriculum and, as a result, achieve. This may be reflected in results from national tests or qualifications. We aim to ensure that all students are ready for the next stage of their education, employment or training and that they gain qualifications that allow them to meet their aspirations.

## **5.8 Additional support for learning**

All Academies are supported by a team of Teaching Assistants who between them are able to deliver an extensive and varied range of interventions and support. Tollbar MAT also has Service Level Agreements (SLAs) with a team of Educational Psychologists, careers advisors, a Health and Wellbeing Practitioner, specialist teachers, a counselling service and a team of therapists who are available and give support across all the Academies.

## **5.9 Evaluating the effectiveness of SEN provision**

The success of the Academy's Special Educational Needs Policy and provision is evaluated through:

- Feedback from students, parents / carers and members of staff
- The Academy Self Evaluation Form (SEF)
- The monitoring of classroom practice by senior leaders, SENCO and subject leaders
- Analysis of pupil tracking data and test results for individual students and for specific cohorts
- Internal and external progress data for students on the Special Educational Needs register
- Monitoring of procedures and practice by the governor responsible for Special Educational Needs.

## **5.10 Enabling students with SEN to engage in activities available to those in the Academy who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to take part in sports day, outside visits, workshops and any other special events organised by an Academy.

No student is ever excluded from taking part in these activities because of their SEN or disability.

For detailed information regarding students with disabilities please refer to the 'Accessibility Plan'.

## **5.11 Working with other agencies**

In addition to the outside agencies that Tollbar MAT has SLAs with, a significant number of other agencies can, and are, be involved when necessary.

## **5.12 Complaints about SEN provision**

Complaints about SEN provision in our Academies should be made to the relevant Principal in the first instance. Parents will then be referred to the Academy's Complaints Policy.

Parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an Academy 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.

## **5.13 Contact details of support services for parents of students with SEN**

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is freely available in North East Lincolnshire for any parent/carer with a child who has a SEN need, who required advice or support.

Liaise (SEND Information Advice and Support Service in Lincolnshire) is freely available in Lincolnshire for any parent/carer with a child who has a SEN need, who requires advice or support.

#### **5.14 Contact details for raising concerns**

If you wish to raise a concern regarding your child, please contact the relevant SENCO (detailed in section 4.1).

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

North East Lincolnshire Authority's local offer is published here: [www.nelincs.gov.uk](http://www.nelincs.gov.uk).

Lincolnshire Authority's local offer is published here: [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk).

### **6. Monitoring arrangements**

This Policy will be reviewed by 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:

- SEN Information Report
- Accessibility Plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions