



SEND Policy and Information Report

Approved by:	Mohammed Ummar Azam -Chair of Governors
Reviewed by:	Laura Webb - Governor
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1. Aims

Excellence Girls Academy aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum. In particular, we strive to:

- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their Special Educational Needs and Disabilities (SEND), receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

If we make every effort to carry out the above successfully, we will ensure that children who are identified as SEND make effective progress throughout their school life. Effective progress can be measured by:

- Showing an improvement in self-help and social or personal skills
- Narrowing the attainment gap between pupil and peers
- Preventing the attainment gap widening
- Being equivalent to that of peers starting from the same baseline although less than the majority of peers
- Ensuring full access to the National Curriculum
- Showing improvements in the pupil's behaviour
- Equalling or improving upon the pupil's previous rate of progress

This SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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 (SENCOs) and the SEND information report

This policy has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, May 2014).
- Statutory Guidance on supporting pupils at school with medical conditions (DfE, Dec 2015)
- The National Curriculum in England Key Stage 1 - 4 framework document (DfE, Dec 2014)
- Teachers' Standards (DfE, 2012)

3. Definitions

A pupil has **SEND** (Special Educational Needs and Disabilities) 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

Provision for children with special educational needs is a matter for the school as a whole. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Special Educational Needs Coordinator (SENCO)

The SENCO is Saima Shehzad.

Legislation requires that:

- The SENCO must be a teacher working at the school.
- Any newly appointed SENCO must be a teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must undergo sufficient training.
- The school should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in the SEND Code of Practice (DfE, 2015).

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 SEND 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 Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The Governing Body

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

The Governing Body ensures that:

- SEND provision is an integral part of the school improvement / development plan.
- The necessary provision is made for any pupil with SEND.
- A responsible person – the Headteacher or SENCO – is told by the LA when a child has Special Educational Needs and that those needs are made known to all who are likely to teach that child.
- All staff are aware of the importance of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They report to parents on the implementation of the school's SEND policy.
- They have regard to the requirements of the SEND Code of Practice (DfE, 2015) when carrying out their duties towards all pupils with Special Educational Needs.
- Parents are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO 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 SEND and/or a disability
- Oversee the management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCO and SEND Teachers.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Learning support staff/SEND specialist Teachers

Learning support staff/SEND specialist Teachers should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies and regular meetings with class teachers.

Class teachers

It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum - Teachers must ensure that they differentiate work to meeting individual learning needs and mark work and plan homework effectively. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and are aware of the procedures for identification, monitoring and supporting pupils with SEND (teachers to follow the pack provided by SENCO).

Children with SEND

Children with SEND (who are able to) are responsible for:

- Filling in their IEPs (they should be encouraged to see the IEP as a positive procedure)
- Setting their targets and recording their achievements (They may have to accept some responsibility if their IEP targets are not achieved)
- Having the benefit of extra teaching support from support staff, when available (It may also be appropriate to involve other pupils, e.g. For paired reading, precision teaching).

5. SEND information report

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, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Unfortunately, we currently do not have provision to provide for those with:

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

During the admissions process, we will work closely with all parents/carers to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has SEND.

However, due to limited specialist staff and resources we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children. If the child/children are identified as being SEND during their time at Excellence Girls Academy, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

In line with the SEN and Disability Act 2001, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Identifying pupils with SEND and assessing their needs

It is important that pupils' needs must be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice (DfE, 2015):

- Communication and Interaction
- Mental Cognition
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

Whilst these four areas identify broadly the essential needs of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress such as:

- Disability
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (LAC)
- Attendance and punctuality

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

The SENCO works closely with other staff using whole school tracking data as an early identification indicator.

We use a number of additional indicators of Special Educational Needs:

- The analysis of data, including, where available, entry profiles at KS2 baseline levels, SATs, reading ages, annual and termly pupil assessments and reports.
- The use of our Local Authority (LA) SEND criteria.
- Identifying teacher concerns and following the necessary procedure of identification and assessment.
- Identifying parental concerns and making the relevant conversations and gathering evidence.
- Tracking individual pupil progress over time.
- Information from previous schools from reports and speaking with other SENCOs.
- Information from other services.

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 offer, or whether something different or additional is needed.

Once a child has been identified as needing SEND support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in. Once this is completed, the SENCO will observe the child and parents/carers will be informed at a meeting arranged with the class teacher and SENCO. With parents'/carers' consent, school action will be put in place and the SEND support teachers will provide appropriate support as required, e.g. one to one, small group sessions, giving feedback to parents of pupils with SEND.

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure 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.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' 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 work with the SENCO 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, if 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.

Individual Education Plans (IEPs)

All pupils on our SEND Register will have an individual Education Plan (IEP) setting out targets and any provision made that is additional to and different from usual classroom provision.

Note: The main difference between the IEP and EHCP (see below) is that the IEP is determined entirely by the school and the EHCP is determined by the law.

In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs containing information on:

- Short-term and long-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEPs will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The action plan will be created through discussion with both the pupil and the parent or carer. IEPs will be reviewed at regular intervals by the SENCO with the inclusion of the views from parent's, carers and pupils.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/carers or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past action plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

For pupils with an EHCP, provision will meet the recommendations on the plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to short-term or long-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil, if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and assessment team
- The Educational Psychologist
- Any other person the SENCO or parent/carers considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

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.

At Key Stage transitions, receiving schools should be invited to attend annual review meetings in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

The school prepares pupils for transition and all pupils will have an induction session at their new school.

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.

We will also provide the following interventions:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with support staff.
- Individual class support
- Further differentiation of resources
- Study buddies
- IEP target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

Adaptations to the curriculum and learning environment

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

- 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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our accessibility plan outlines the School's future plans in furthering this provision.

Additional support for learning

We sometimes have teaching assistants who are trained to deliver additional interventions.

Teaching assistants can support pupils on a 1:1 basis or in small groups when required.

We are also open to working with external agencies to provide support for pupils with SEND.

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 a number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Excellence Girls Academy, we are committed to ensuring that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

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 take part in sports day/school assemblies/special workshops, etc.

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

At Excellence Girls Academy, we are committed to supporting pupils with disabilities. Our accessibility plan outlines the steps we are making towards arrangements for the admission of disabled pupils, the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities we plan to provide to help disabled pupils access the school.

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 council
- Pupils with SEND are also encouraged to be part of other clubs to promote teamwork/building friendships etc.
- Facilitating extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.

We have a zero tolerance approach to bullying.

Working with other agencies

Wherever possible, Excellence Girls Academy will liaise with external bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting pupils' SEND and supporting their families.

Complaints about SEND provision

Complaints or any concerns about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

Contact details of support services for parents of pupils with SEND

The Local Authority (Stoke-on-Trent) SEND team are available to provide advice and support to parents. They can be contacted by phone on 01782 234701 / 01782 234847 or via email at iass@stoke.gov.uk.

The local authority local offer

Our local authority's local offer is published here: www.sendiass-stoke.co.uk/

6. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

7. Links with other policies and documents

This policy links to our:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Curriculum Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Supporting Pupils with Medical Conditions Policy
- Remote Learning Policy