



# Manor Croft Academy

# SEND Policy

***SUCCEED, ASPIRE, INSPIRE, INNOVATE, ENJOY, LEARN***

## 1. Introduction

Manor Croft Academy is fully inclusive, providing opportunities for all students to develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum and in all aspects of school life, regardless of gender, ethnicity, religious affiliation, social background, SEN or disability. At Manor Croft Academy we recognise that special educational needs take many forms and as such, all teachers are teachers of SEND.

The following document provides current and prospective parents and carers with information about provision at Manor Croft Academy in order that all students realise their full potential, whatever that may be.

This policy complies with the statutory requirements in the [SEND Code of Practice 0-25 \(2015\)](#) and should be read in conjunction with the following guidance, information and policies which are available on the Academy's website:

- The Equality Policy
- The Accessibility Plan
- The SEND Information Report
- Local Authority information for parents regarding students with SEND
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with school staff and governors. As we look to develop the SEND policy we will continue to consult with parents and carers and the students themselves to ensure that all of their needs are being met.

## 2. Long Term Aim of this Policy

### Objectives

1. To work within the guidance laid down in the SEND Code of Practice (2015)
2. To identify and put in place appropriate provision for students who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a students' needs (using the Assess, Plan, Do, Review model).
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND students.

### 3. Identification of SEN

A student has SEN 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.*

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autistic Spectrum Disorder)
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs.

Children and young people are identified as having SEND when they have a recognised need as outlined above. In addition, when an individual does not make adequate progress despite quality first teaching, it should be recognised that this may be due to an unidentified and therefore unmet need.

The SEND Code of Practice no longer allows for the identification of behaviour to describe SEND and consequently any concerns regarding the behavioural needs of an individual would form an underlying part of a wider need as outlined above.

Other factors may impact on progress and attainment but are not in themselves indicators of SEND:

- Attendance and punctuality
- English as an Additional Language
- Being a Looked After Child
- Health and welfare
- Being in receipt of Pupil Premium
- Being a student of Serviceman/woman

Disability - the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – however, these alone do not constitute SEN. Students who have a disability but do not have SEN support are covered by the Equality Act 2010. Some students may have Individual Healthcare Plans.

## 4. A Graduated, Whole School Approach to SEND Support

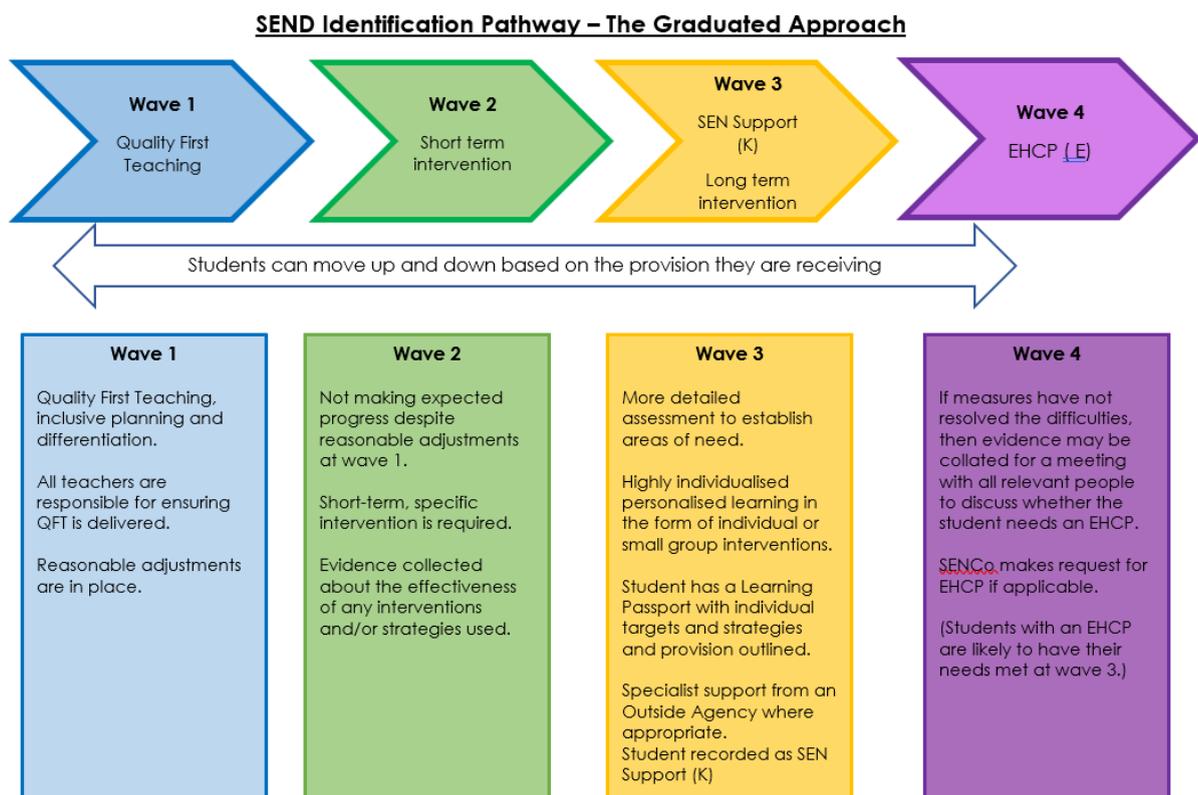
All teachers are accountable for the progress and development of all students in their classes. Quality first teaching at Manor Croft aims to meet the needs of all individuals, whatever they may be, to ensure that each student makes progress appropriate to their starting points. All teachers are given SEND information for every student in their class and they use this information to meet their individual needs.

Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff as required. Teacher planning takes additional adult support into account and is discussed with those staff. However, it must be recognised that any intervention and support does not replace high quality teaching.

The Academy regularly collects data from all subject teachers to identify students' progress towards outcomes. The SENCo uses this data to identify and review progress of students who are identified as having a special educational need; this information will then inform Annual Review and SEN Support Plan discussions. They will also consider the following possible indicators of SEN when reviewing the progress of all students (as recommended by the Code of Practice):

- Progress which is significantly slower than that of their peers starting from the same baseline.
- Progress which fails to match or better the student's previous rate of progress.
- Progress which fails to close the attainment gap between the student and their peers.
- Progress which widens the attainment gap.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether or not students would benefit from additional interventions and/or being placed at the 'SEN Support' stage on the special educational needs register. Parents and students are involved in all discussions.



## Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all students. Progress for all vulnerable groups and individual students is discussed at the progress meeting which follows each data collection point by key staff.

Provision for students with SEND is monitored by the governing body as part of the Academy's monitoring and evaluation cycle and feedback from parents is gathered as part of the annual survey and during the annual review process. Student feedback is gathered on an on-going basis via meetings with key workers and also more formally as part of the annual review process or, in the case of students at SEN Support, at termly review points.

### Criteria for exiting the SEND Register

Students' progress and the support in place is monitored regularly as part of the whole school monitoring process. Decisions about whether a student should remain on the SEND register is made at the end of each monitoring cycle with students added to or removed from the SEND register as appropriate. Where students are removed from the register, parents are informed by letter and offered the opportunity to discuss further if required.

Where a student no longer meets the criteria for SEND support they will continue to be monitored as part of the assessment cycle so that should any further difficulties arise these are addressed appropriately.

## 5. Roles and Responsibilities

### Roles:

**SENCo** – Miss Nesta Jackson – [JacksonN7@manorcroftacademy.org.uk](mailto:JacksonN7@manorcroftacademy.org.uk)

**SEN Administrator** – Mrs Becki Armstrong – [ArmstrongB1@manorcroftacademy.org.uk](mailto:ArmstrongB1@manorcroftacademy.org.uk)

**Assistant Principal** – Mrs Kellie Wilby – [WilbyK@manorcroftacademy.org.uk](mailto:WilbyK@manorcroftacademy.org.uk)

**SEN Governor** – Ms Zaheda Adam

The Academy employs 7 full and part-time learning support staff. They carry out a range of roles across the school including in class support, one to one and small group work during both lesson and form time and offer key worker support for students with high needs. The Learning Support Team work closely with the class/subject teachers who oversee their work and plan with them.

### **Responsibilities:**

The Governing Body has strategic accountability for agreeing, revising, monitoring and evaluating the SEND Policy.

The Principal has overall responsibility for ensuring that special needs provision meets the requirements of the SEND Code of Practice 2014 and the Disability Discrimination Act, and that an Accessibility Plan is in place to ensure continued development of our strategies for inclusion.

The designated Leadership Team member is responsible for the strategic management of the SEND policy within the school.

The Leadership Team are responsible for monitoring the quality of teaching and learning. They work with subject staff to ensure dynamic schemes of work address the needs of all pupils, enabling them to achieve appropriate standards. They also support teaching staff in developing increasingly effective strategies for meeting the needs of pupils with SEND.

Curriculum Team Leaders monitor the progress of pupils with SEND and ensure that appropriate strategies are being implemented by individual teachers and discuss any concerns with the teacher and the SENCo.

The SENCo is responsible for the day to day operation of the SEND Policy in the school. The SENCo will co-ordinate the provision made to support individual pupils with SEND, provide professional guidance to staff and will work closely with staff, parents and other agencies.

Higher Level Teaching Assistants and Learning Support Assistants work with identified pupils or groups and assist with the SEN provision in consultation with the SENCo and CTLs.

All staff are responsible for the identification, monitoring and evaluation of progress of pupils with SEND and to develop teaching strategies to maximise learning for all pupils within all teaching environments – Quality First Teaching.

Parents and students: Parents support the development of their children's skills by working in partnership with the school to achieve the highest standards of learning possible for their children. The views of students are taken into account as a valued contribution to the process.

## **6. Supporting Students and their Families**

We aim to work in partnership with our parents and families to ensure students' needs are met and that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is on our website and is updated annually, and parents/carers are guided towards the LA Local Offer for information about wider services relating to SEND for children and young people aged 0-25.

Kirklees Local Authority Local Offer information: [Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](#)

Where parents/carers feel they need further, impartial support, they can contact Kirklees Information Advice and Support Service (KIAS).

[Home - Kirklees KIAS \(www.kias.org.uk\)](#)

## **7. Resources**

### **a) Funding for SEND**

All schools receive an amount of money to support students with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the students within their school. The Education Funding Agency

describes the funding available within schools for SEND students as being made up from 3 elements:

Element 1 - Core Educational Funding Mainstream per pupil funding (AWPU)

Element 2 - Schools Block Funding Contribution of up to £6k for additional support required by students with high needs, from the notional SEND budget.

Element 3 - High Needs Top Up Top Up funding from the Local Authority to meet the needs of students with EHC plans.

#### b) Workforce Development

An induction process is in place for all teachers and support staff where the systems and structures in place to support the needs of individual students are shared. Training programmes relating to meeting the needs of SEND students is provided as required.

The school's SENCo regularly attends both the L.A.'s and the Delta Academies Trust's SENCo network meetings in order to keep up to date with local and national issues in SEND and any relevant information is shared with the Academy's leadership team as appropriate.

## 8. Transition

Close links with pyramid schools eases transition and supports students' needs. The transfer of information to Manor Croft Academy including prior attainment (Key Stage 2 SATs Results), programmes of work, relevant medical information and details of additional support are of great importance. The Transition Team will visit feeder schools throughout Year 6. Targeted students will receive a bespoke transition package including and additional visits to the school. At the transition evening the Principal, Form Teachers, Transition Co-ordinator and SENCo will be present to answer questions. Parents are actively encouraged to make individual appointments and/or visits at any time to discuss transition and any other concerns they may have.

The SENCo will attend any annual reviews of Year 6 students and liaise regularly with feeder school SENCos.

When a student has an EHCP, a Transitional Review will be held in Years 9 and 11. A Careers Advisor will be invited to this review. A Transition Plan will be drawn up using information from parents/carers, students, teachers and outside agencies in order to plan coherently for the young person's transition to adult life. Links are also made with Post 16 agencies to ensure the transition from secondary school is smooth. Relevant documentation is transferred and student's needs are discussed.

## 9. Covid Recovery

Students had access to remote learning through live lessons with their usual teaching staff. Key workers continued to make contact with the student and their family to liaise, assist and offer support. This remains in place in this academic year should circumstances change.

Essential visitors are able to work on site with students directly if their working practices and risk assessment permit them to do so however where they are unable to meet students in person, case work is done remotely, and this is facilitated in line with our remote learning policy. This may include:

- Educational Psychologist;

- Social Workers;
- Health Care Professionals, including Speech and Language Therapist and School Nurse;
- Mental Health Support Workers
- Police

We recognise that for some young people, the school closures could have resulted in additional barriers to learning being in existence or they may be experiencing trauma. Prior to school re-opening all staff received the following development and awareness sessions around:

- SENCo and meeting students' needs
- Awareness of the vulnerable register
- Understanding of whole school risk assessment
- Safeguarding and child protection;
- Staff are adept at identifying student need either by referral to the SEND team directly or by logging any concerns on our CPOMS system.

For students with an EHCP, annual reviews will continue. In the event of lockdown, annual reviews will continue remotely. Parents/carers and other professionals are invited to site to attend annual review meetings however there is still a provision to facilitate these remotely where appropriate.

## **10. Supporting Students with Medical Conditions**

At Manor Croft Academy we recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

Please see the Academy's Managing Medical Needs policy for more detailed information.

## **11. Accessibility – Statutory Responsibilities**

Manor Croft Academy is fully accessible for students with a wide range of needs. Facilities include full wheelchair access and height adjustable furniture.

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The Accessibility Plan can be found on the Academy's website. Parents/carers can contact key staff via the Academy's reception should they wish to discuss matters relating to accessibility any further.

## **12. Storing and Managing Information**

Documents relating to children and young people on the SEND Register are stored in a number of ways: paper copies of documents are held in locked filing cabinets in the SEND office, electronic copies of sensitive information is stored on both CPOMs and SIMS with restricted, password protected access given on a 'need to know' basis. Other, non-sensitive information which needs to be shared with teaching staff is stored on the central system which itself requires password access.

All information which is passed on from primary feeder schools regarding SEND students is stored in the SEND office for as long as the student remains in the school. Once students leave Manor Croft Academy the information which has been stored is either:

- passed on to the school which the student is transferring to, with a signature required on handover of paper files or
- stored in the school's archives once a student leaves the school in year 11.

Documentation relating to individual students is stored for a period of 25 years.

### **13. Dealing with complaints**

Manor Croft Academy welcomes the opinions of parents and aims to deal with any issues arising quickly and effectively using the channels outlined in the SEND Information Report. If, however, you continue to have concerns a copy of our complaints procedure can be found on the Academy's website.

### **14. Reviewing the Policy**

We will review this policy biennially as part of the Academy's policy review cycle.

### **15. Appendices**

All policies mentioned in this document can be accessed either by contacting the Academy directly or via the website.