

## Coast Academies

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# *SEND Policy*

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### Key contacts for Coast Academies

SENDCO's	Deb Mawbey (Assistant Head Eden Park) Jane Stead (Preston) Victoria Squires (Cockington)
SEND Admin Support Assistants	Sarah Maunder (Eden Park) Sharon Jordain (Preston) Jess Whitelock (Cockington)
Designated Governor	Louise Smith (Board member)
Pastoral Staff - Eden Park site	Carrol Stephens, Liz Thomas, Deb Mawbey
Pastoral Staff - Preston site	Dee Bouyamourn, Kim Matthews, Jane Stead
Pastoral Staff - Cockington site	John-Paul (Assistant Head) SEN overview of Cockington Victoria Squires, Jo Hoare (Safeguarding), Tanya Cunningham, Charlotte Taylor & Hayley Gaze.
<b>This policy has been written with regard to:</b>  Special needs and disability code of practice January 2015: 0 to 25 years chapter 6 Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015 Keeping children safe in education September 2019 The Children and families Act 2014 section 69 paragraph 2 The Equalities Act 2017 The Special Educational Needs and disabilities regulations 2014 regulation 51 and schedule 1.	

**“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” Edward Timpson and Dan Poulter**

**“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping children safe in Education September 2016)”**

## Principles

- ✦ The Trust will ensure that all children with SEND are able to access a curriculum in which they have been thought about and planned for.
- ✦ The Trust will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- ✦ The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- ✦ The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- ✦ The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- ✦ The Trust should have high ambitions and set stretching targets for them
- ✦ The Trust will keep under review the additional or different provision that is made
- ✦ The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- ✦ The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

## Key staff/Governors and Roles

The SENDCO provides information to the SEND Academy Challenge Team member who questions and clarifies understanding of current developments or issues, then writes and shares a SEND report with the Trust directors. This is done on a termly basis. Regular meetings are held between the Designated Council member and the SENDCO to review progress against key the priorities. The SEND governor usually attends the external local authority audit of SEND.

## Pastoral Care

Across the Coast Academies Trust, we have a SEND/Pastoral team who support staff members to carry out their duties in meeting the needs of our most vulnerable children. It is this team’s responsibility to liaise closely with other services and agencies such as

Torbay SEND, School Nurse etc in order to co-ordinate best fit provision. Within the Pastoral Team there is expertise in various areas including autism, ADHD, Attachment disorders and learning difficulties.

## The role of the SENDCO

At our schools the SENDCO reports directly to the SLT or is part of the SLT. It is the role of the SENDCO to:

- Oversee the day-to-day provision for children with SEND, at Coast this is done through, observations of children, looking at provision, identifying specialist resources, involving and liaising with external agencies, checking and approving provision maps/Individual Support Plans.
- Applying for additional support in the form of EHCP's for those in need of one.
- Assisting the transition of pupils into and from the school, including mid year admissions.
- Advise on the deployment of the schools dedicated budget and other resources to meet pupils' needs effectively. At Coast this is done through discussion of the child's needs with the entire team around the child, including teacher, TA, parent and child (if applicable).
- Be a key point of contact with external agencies. At Coast we have built positive relationships with a wide range of health and specialist SEND professionals and we make good use of their services and advice.
- Update and review the SEND policy and Local Offer.
- Report to the allocated SEND designated member of the Academy Council and hold termly meetings with said member.
- Liase with the pastoral team.
- Identifying and providing training where applicable.

## The Role of the Teacher

High quality teaching and learning for all pupils is expected in all of our classes within the Trust. All teachers expect to see a broad range of ability within each class and recognise that limited progress is not always an indicator of SEND. In fact it could be due to factors relating to gaps in education (perhaps due to changing schools, traveller lifestyles or refugee children seeking asylum) or difficulties that could be experienced by a child in care, a young carer, a child at risk of exclusion, a cross-gender transition, a child with English as an additional language (EAL), a child with a physical disability or medical need or even families seriously disadvantaged by poverty or social isolation.

Where these children are mainly functional within a class environment and making progress they would not be considered to have SEND. Where these factors are identified as having a significant impact on a child's ability to function or to access learning then it is recognised as SEND.

The MAT uses the graduated response as identified in the SEND code of practice, this is a continuous cycle of: **assess, plan, do review**. This enables each cycle to become even more child focussed as professionals, parents and the children themselves develop greater understanding of the specific needs and what is required to remove barriers to learning.

Teachers will plan for individual pupils and differentiate within their planning for the full range of abilities within their class and is responsible for planning specifically for the children with SEND who may require a personalised curriculum. Children are flagged up to the SENDCO and suggestions are made for appropriate interventions, resources or particular programmes to try. Constant feedback and dialogue is encouraged between the class teacher, SENDCO and the parents so a full understanding of the child's needs can be gathered. Plans will be put in place these list everything that has happened or is happening with the child follows the child through the school. The teacher is responsible for updating the child's plan and will be share it with parent's every time it is updated. If further professional advice needs to be sought, that is the role of the SENDCO.

It is the responsibility of the teacher to pass on any information regarding SEND received from the parents/guardians to the SENDCo or pastoral team.

### The Role of Support Staff

Support Staff are expected to use the teacher's planning and adapt it further for the specific needs of the child. This could mean the use of identified physical resources or breaking down the task into smaller chunks, providing brain breaks or using a visual prompt that promotes pupil independence. Support staff are expected to annotate planning to reflect how much progress is made in sessions, may suggest next steps and deliver interventions to further support the child's progress.

F grades/HLTA's are expected to complete their own planning and delivery of lessons and are given PPA time to prepare.

As a MAT we promote independence in children through our core values and would only provide a 1:1 support assistant in exceptional circumstances. This provision would be kept under constant review as our aim would be to build the child's independence and resilience so they do not become over-reliant on constant adult intervention.

### Training

The Trust also places high value on the use of JPD (Joint Practice Development) to enhance teacher pedagogy that develops their ability to deliver high quality lessons. This ultimately improves outcomes for all children including those with SEND. Alongside this we run more bespoke training for members of staff for certain children or groups of children e.g. Makaton, PIPS, Talk Boost, BLANKS, Thrive, Read Write Inc, Counting for Calculating to name a few. Our staff have access to a number of assessment/diagnostic tools, e.g. dyslexia portfolio and dyscalculia assessment and a variety of high quality interventions. New Staff have a specific induction that involves Safeguarding and SEND information alongside opportunities to meet staff from other schools to share best practice.

### Managing Pupils with SEND

In the process of identifying a child's SEND, the parents are regularly invited in for a review meeting and a target and provision map/ISP/plan is set up or reviewed, and will have regard to pupil's views. In these meetings various members of the pastoral team as well as the class teacher and parent(s) talk through what the needs are and set smart, achievable targets designed to improve outcomes and measure progress. The parents will be asked to sign the

provision map/ISP/plan to state that they understand that their child will be added to the SEND register and that they are happy for us to share information with other external agencies who we might call in to support the child in line with the introduction of GDPR guidelines. This is then reviewed termly with the parents.

If a child is showing sustained progress over time, including during times of transition, within their identified areas of need, it may be considered that they no longer need specialised individual support or planning and we would look to take them off the SEND register.

Where, despite the MAT taking relevant and purposeful action to identify, assess and meet a child's SEND and the child has not made expected progress, the MAT or parents may initiate a request for an EHCP assessment.

SEND Support children who do have an EHCP, will have their needs reviewed annually in addition to the termly update meetings with teachers.

## Supporting Children with Medical Conditions and Disabilities

Under the Equalities Act (2010) a condition which is long term (defined as a year or more) is considered to be a disability. This would include children with a hearing or visual impairment or long term health condition such as asthma, diabetes, epilepsy or cancer. Sometimes, in the instance of a child having a medical condition, the Health Service may create an individual health care plan (IHCP) and the MAT will coordinate this provision to best meet the needs of the child. These children may be held at SEND Support or have an EHCP depending on how significant the disability or medical condition is and also how able the child is to manage that need. This process will allow the MAT to plan ahead in order to prevent disadvantage or discrimination.

The Trust will always endeavour to make reasonable adjustments and provide resources that will allow a child to flourish and succeed.

## Supporting Families and Children

Families need to contact the class teacher in the first instance to seek advice and support. Where a need is identified, this will always be passed on to the Pastoral Team who will then be able to offer in house services or signpost parents to relevant external services. Where parents and carers feel that a situation has not been dealt with effectively they will need to follow the MAT complaints policy which can be found on the school website. We are happy to listen to and reflect upon the suggestions and views of parents and would always encourage them to come and talk to us.

## Multi-Agency Approach

At Coast Academies we work closely with all partner agencies to promote quality outcomes for children. Within Torbay we have excellent links with the authority SEND team and make very good use of their expertise. We also work with the hospital team and have made strong links with the various departments used by our children eg paediatrics, speech and language, occupational therapy, physiotherapy, CAMHS etc. Our children also benefit from various outreach services provided within Torbay for example, Chestnut Outreach for behaviour/emotional support and Mayfield Outreach for Learning Needs.

The SEND Team has to work with several Local Authorities and has to tailor its approach to this dependent on the authority. We will always look to hold multi agency meetings wherever possible as this is the most efficient way of getting to the crux of the child's needs. However, if some external professionals are unable to attend we will always ask for a report to be written so their views can be considered. If requested, the schools will accompany parents to external agency meetings.

### Safe handling Procedures

Regards needs to be given on the appropriateness and necessity of safe handling procedures when a child has SEND. Link to behaviour policy.

### Safeguarding

Lead pastoral managers to have specific training on online safety and support for SEND pupils. Teachers are to be aware of the vulnerability of these children in regard to e-safety and recognise that their ability to communicate effectively events that have happened to them may be limited. SEND children are more vulnerable to potential abuse and radicalisation.

### Attendance

All children follow the school Attendance Policy which can be found on the school website. Where there are complex medical needs we would ask for some evidence of this from the allocated medical professionals.

### Intimate Care

The school has a separate intimate care policy. It aims to:

- Establish an agreed code of practice for children, staff and parents when dealing with matters of intimate care.
- Provide guidance and reassurance to staff
- Safeguard the dignity, rights and well-being of children and young people
- Re assure parents that staff are knowledgeable about intimate care and that their individual needs and concerns are taken into account.

### External Audit

We invite a member of the Torbay SEND Team to a number of annual reviews. Alongside this all of our annual reviews are monitored, a report written and fed back to us by a designated member within the Torbay SEND Team. The local Authority also commission a rigorous school specific SEND audit biannually which has been conducted a HMI qualified professional.

SEND Support children are regularly discussed with the Educational Psychologists (with parental permission) employed by Torbay Council. This helps us to be clear about what the child's needs are and whether there is anything else we need to put in place.

### School Information Report

This statutory document can be found on our website on the Policies page

## Policy Monitoring

We will monitor and review our SEND Policy by:

- Ensuring accountability by placing ultimate responsibility for SEND and the implementation of this policy with the CEO.
- Ensuring that the designated Academy Challenge Team member for SEND and the SENDCO have regular meetings, in order to monitor and assess the effectiveness of the school's response to SEND and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- SENDco's meet termly under the Strategic Education Team (SET) guidance that reports directly to SLT and ACT members.
- Identifying and responding to new/revised guidance issued by government bodies and the Local SEND TEAM, leading to review of this policy on an annual basis.

## Linked Policies

The policy links to the following policies and plans on our website:

The individual School SEND Information Reports

Attendance

Medical

First Aid Procedures

Intimate Care

Single Equality

Admissions

Safeguarding

Anti-extremism

Behaviour

Complaints

Early years E-Safety