



CE Academy

Special Educational Needs and Disabilities Policy



ENHANCE ACADEMY TRUST

Reviewed Sept 2025
By staff and Governing Body
Next review date September 2026

Our SENCO is: Rebecca Rudderham
Our SEND Governor is: Andy Preston

School Vision

Find your Fantastic

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.

SEND Vision

At St Botolph's CE Academy, we value all God's children and are committed to giving all our pupils every opportunity to achieve their best. The achievement, attitude and well-being of every pupil matters and inclusion is the responsibility of everyone within our academy. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND). We value the unique contribution that every individual can make to our academy community and believe that all pupils, regardless of background, are treated with respect and dignity.

We have high expectations of all our pupils and strive to ensure that every pupil has access to a broad and balanced curriculum, which meets their needs, builds on their strengths and enables them to progress appropriately. We are determined to ensure the environment enables all to thrive and develop by making reasonable adjustments to meet the needs of pupils/staff with a disability or learning need. We will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents/carers are the first educators of their child and that we need their knowledge and co-operation to plan effectively.

Definition of SEND and Disability (SEND)

At our academy we use the definition for SEND and for disability from the SEND Code of Practice (2015).

Special Educational Needs:

'A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory academy age or a young person has a learning difficulty or disability if he or she: -
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.'
 (DfE, p15)

Disability:

'Many pupils and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupil and young people with such conditions do not necessarily have SEND, but there is a significant overlap between

disabled pupil and young people and those with SEND. Where a disabled pupil or young person requires special educational provision, they will also be covered by the SEND definition.’ (DfE, p16)

Key Roles and Responsibilities

The SENCO and the Governing Body, has the responsibility of determining the strategic development of SEND policy and provision in the academy; meeting the academy’s responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with SEND and determining the academy’s approach to using their resources to support the progress of pupils with SEND. The SENCO and Governing Body should establish a clear picture of the resources that are available to the academy. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups to ensure that needs are met effectively.

The SENCO has responsibility for ensuring that those teaching or working with a pupil who has an Education Health and Care Plan (EHCP) are aware of their needs and have arrangements in place to meet them.

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO ensures that the academy keeps the records of all pupils with SEND up to date. The SENCO advises teaching staff on the graduated approach to providing SEND support in academy and also on the deployment of the academy’s delegated budget and other resources to meet pupils’ needs effectively. The Learning Mentor (LM), SENCO and Class Teachers will liaise with parents/carers of pupils with SEND to ensure joint working towards desired outcomes is achieved and to ensure a pupil and their parents/carers are informed about transition to the next phase of education. The SENCO is a key point of contact with external agencies (especially the local authority and its support services), early year’s providers, other academies, secondary academies, educational psychologists, health and social care professionals, and independent or voluntary bodies.

The SEND Governor has the responsibility for monitoring the effective implementation of the SEND policy, liaising termly with the SENCO, who will report to the governing body on SEND and ensure that pupils with SEND are able to participate fully in academy activities.

Class teachers have the responsibility for providing high levels of quality first teaching to all pupils, including those with SEND, identifying pupils who may have a special educational need as early as possible and putting into place supportive strategies to remove barriers to learning. Class teachers need to work with external agencies and parents/carers to ensure that needs are met effectively and strategies are evaluated for their impact. They also need to contribute to multi agency discussions and action planning.

Non-teaching staff (Teaching Assistants and Learning Mentor) have the responsibility for delivering support to pupils, including those with SEND, under the guidance of other staff members, giving feedback to teaching staff and the SENCO about the support they give, its effectiveness and impact and keeping written records of this progress. They are also expected to engage in discussion and review of the support they give.

Aims

The aims and objectives of this policy are to ensure that at St Botolph's CE Academy we:

- Identify pupils with Special Educational Needs and Disabilities as early as possible
- Create an environment that meets the individual needs of each pupil
- Ensure all pupils have equal access to a broad, balanced and differentiated curriculum
- Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- Ensure that the SEND process is family focussed
- Encourage pupils, parents and families to be fully involved in their learning
- Make clear the expectations of all partners in the process and provision of special needs
- That we fully involve parents and learners in all aspects of the processes and procedures carried out to support their pupil, which reflects the inclusive approach of the Academy to meeting everybody's needs.

Implementation of Policy at St Botolph's CE Academy

Roles and Responsibilities

At St Botolph's the **academy** will:

- Secure provision for any pupil identified as having SEND
- Ensure that the pupils' SEND are known to all those likely to teach and support them
- Ensure that teachers in academy are aware of the importance of identifying and providing for SEND pupils
- Ensure that the pupils with SEND engages in activities in the academy, together with pupil who don't have SEND
- Inform parents/carers of decisions made by the academy that their pupil has SEND
- Plan, over time, to increase access to the curriculum, to premises and to written information
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

At St Botolph's **the governing body** will:

- Determine the academy's general policy and approach to provision for pupil with SEND
- Establish the appropriate staffing and funding arrangements
- Maintain a general oversight of the academy's work
- Appoint a governor to take a particular interest in and closely monitor the academy's work on behalf of pupil with SEND
- Report to parents annually on the academy's policy on SEND

At St Botolph's the **Headteacher** has responsibility for:

- The day-to-day management of all aspects of the academy's work, including provision for pupil with SEND
- Keeping the governing body fully informed
- Working closely with the academy's SEND coordinator

At St Botolph's **teachers** will:

- Understand that they have a duty and responsibility to provide for every pupil's needs including those with SEND
- Include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.
- Understand and adhere to the academy's procedures for identifying, assessing and making provision for pupils with SEND
- Identify the Special Educational Needs of individual pupil in their class.
- Know which pupils in their class are on the SEND Register and at what stage
- Maintain a SEND file for their class reflecting this information for each individual pupil and copies of all relevant plans
- To write individual plans for pupils and those with an EHC plan (supporting me to learn plans)
- Ensure that plans are reviewed with the parents/carers (and pupil if appropriate) at least three times a year.
- Provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each pupil with special needs.
- Ensure TAs are supporting pupils in their class, as directed.
- Ensure that the Headteacher and other colleagues are aware of pupil's needs.
- Provide learning experiences which are appropriate to the needs of the pupil
- Attend appropriate INSET and courses.

At St Botolph's **Teaching Assistants** will:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
- Keep records of this work as requested
- Support pupil in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be fully aware of the academy's SEND policy

At St Botolph's the SENCO (Special educational needs coordinator) works closely with the Headteacher, senior management team and fellow teachers, has key responsibilities, which include:

- Overseeing the day-to-day operation of the academy's SEND policy
- Coordinating provision for pupil with special educational needs and disabilities
- Liaising with and advising fellow teachers and teaching assistants
- Managing learning support assistants
- Overseeing the records of all pupil with special educational needs and disabilities
- Liaising with parents of pupil with special educational needs and disabilities
- Ensuring effective CPD and training for all staff
- Liaising with external agencies including the LA's support services, health and social services, and voluntary bodies.

Identification and Assessment Arrangements

At St Botolph's a number of assessment strategies are employed to provide a rounded picture of a pupil's progress:

- Records of pupils' performance as revealed by the Foundation Stage Profile and end of key stage SATs
- Evidence of performance as assessed against National Curriculum criteria (yearly tests and teacher assessment)
- Tracking pupil progress using whole school system
- Some pupils will be monitored using Wakefield Progression Steps (which is a modified assessment tool).
- Collections of pupil's work and records of discussion between pupil and teacher
- Teacher set tests
- Collections of 'anecdotal evidence'
- Observations; standardised tests
- Diagnostic screening-standardised tests used to identify learning or developmental difficulties
- Information passed on from other academy, pre-academies or outside agencies
- Information passed on by parents/carers
- External advice.

A register of pupils with SEND is regularly updated. The pupil's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

Pupils can have special needs in the following **four** areas:

- **Communication and Interaction Difficulties**- Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.
- **Cognition and Learning Difficulties** - Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupil with physical and sensory impairments and autistic spectrum disorder.
- **Social, Mental and Emotional Health** - Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.
- **Sensory and/or Physical Difficulties** - Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Procedures

At St Botolph's the SENCO is consulted about any pupil for whom the class teacher has concerns.

Initial Cause for Concern

- At St Botolph's the Class Teacher registers a concern with the SENCO. This identifies the nature of difficulties so suggestions for support can be given and then progress is monitored and reviewed on a regular basis. The pupil is not necessarily added to the SEND register at this point.
- The pupil's parents/carers will also be informed of any action being taken by the Class Teacher. The SENCO may also advise parents/carers about various outside agencies whom they may consult, depending on the pupil's needs.
- The pupil will receive targeted support over a short time frame. The entry and exit data from this support programme can then be analysed to see if improvements have been made and to identify the pupil's 'next steps' in learning.
- The Class Teacher is responsible for monitoring and for planning work and activities to suit the pupil. Teaching Assistants may be used in the classroom to give individual assistance and parents/carers may be asked to help the pupil at home. The SENCO will give advice and support if needed.

SEN Support - Pupils on the SEND Register

- At St Botolph's a pupil will be placed on the SEND register by the SENCO after a thorough review and discussion with the pupil's parent/guardian, class teacher and after every attempt has been made to rectify the difficulties through high quality first teaching in the classroom.
- Children are only identified as potentially having SEND if they do not make adequate progress once they have had targeted intervention and adjustments in place. A pupil who makes minimal progress, despite good teaching and highly targeted intervention, which usually enables most other pupils to make progress, will be placed on the SEND register.
- If a child has a diagnosis or a medical need that impacts their rate of progress (eg: ADHD/ASD) then they will be placed on the SEND register.
- A pupil will be placed onto the SEND register and their needs will be identified under the **four** broad areas of need – **Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical Needs**. More information can be found about these areas of need by visiting: <https://www.gov.uk/government/publications/SENDd-code-ofpractice-0-to-25>
- St Botolph's will adopt a graduated response to SEND support which relies on the following four actions – **1. Assess 2. Plan 3. Do 4. Review**
- The SENCO follows the Wakefield Authorities 'Graduated Approach to meeting needs' of all SEND pupils. The steps are as follows:

1. One Page Profile- Pupil's voice, academic levels, basic strategies for communication
 2. **Supporting Me To Learn (SMTL)** - Short term targets, parents/carers' views, advice from professionals, Parent/Carer view and pupil view
 3. My Support Plan (MSP) - Detailed story, aspirations, outcomes, health and care information, pupil and parent/guardian views
 4. Educational Health Care Plan (EHCP) -Specific and quantified provision, additional/different resources, funding
- A plan may be drawn up by the Class Teacher in conjunction with the SENCO but only if the pupil's education would significantly benefit from special and differentiated work from the rest of the class. Alongside this help and advice may be sought from outside specialists, targets are set and termly reviews of the pupil's progress take place. Parental/carers support and encouragement is vital at this stage.
 - Copies of plans will be shared with parents/carers who are invited to make an appointment to discuss their pupil's needs with the Class Teacher and/or SENDCO. The class teacher will identify pupil needing further support and in discussion with the SENCO targeted support appropriate to the pupil's needs will be provided.
 - The pupil's progress will be monitored termly, or at the end of the programme of support, using entry and exit data. If a pupil does not progress at this stage the SENCO will seek help and advice from outside specialists and agencies. Where pupils have higher levels of need, and with parental/guardian permission, the academy may to seek advice from external agencies. These agencies include:
 - Educational Psychology (Trust EP)
 - Speech and Language Therapy Service (SALT)
 - WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)
Academy Nurse/Paediatric health team
 - Pupil and Adolescent Mental Health Service (CAMHS)
 - Futures In Mind (Early intervention for mental health)
 - Occupational Therapy
 - SEND family support team
 - EIT / ETT support through the inclusion team. -
 - COMPASS (mental health support team)
 - WASP (Wakefield Awareness Support Service)
 - Transition support workers
 - Pupil access quality first teaching in the classroom, sometimes in a group. The Head of School and the senior leadership team monitor the quality first teaching of all classes. The work will be tailored to the pupil's individual difficulties and the class teacher, teaching assistant or parent helper may give extra supervision.
 - Each pupil's progress will be monitored carefully. The pupil will be placed onto the academy provision mapping and targeted support will be allocated in addition to quality first teaching. The programmes of support will often be set in conjunction with outside specialists working alongside the academy to support the pupil. Termly reviews of the pupil's progress are undertaken; new targets are set where necessary and achieved targets removed. The parents or carer of the pupil involved in the review process.

Education and Healthcare Plans

- Pupils and young people who have significant special educational needs will undergo an **Education Health and Care (EHCP) Assessment**, unless parents, carers or the young person opt out. This process will only begin if every effort of supporting the pupil has not made a substantial difference to the pupils needs, before beginning the process evidence over a long period of time has to be collected and analysed.
- The academy may therefore draw the pupil to the attention of the Local Authority with a view to a formal assessment to ascertain whether the pupil requires an **Education and Healthcare Plan (EHCP)**.
- EHCP assessment looks at the pupil or young person's needs in education, health and care. Parents/carers have a key worker to help them, if they wish. Parents/carers have a key worker to help them, if they wish. Parents/carers are involved in writing the EHC Plan with the education, health and care staff who have assessed the pupil or young person.
- EHC Plans will be personalised which means that all the pupil's or young person's individual needs in education, health and care will be considered and the provision required identified. The resources that are available will be used flexibly to allow families to make some choices about the provision their pupil/young person receives.
- A Personal Budget may be available to families to choose how to support the pupil or young person.
- The time taken to produce an EHC Plan will be a maximum of 20 weeks.

EHC Plans will include:

- The views, interests and aspirations of the pupil and his/her parents/carers or the young person
- The pupil's or young person's SEND
- The pupil or young person's health needs which relate to his/her SEND
- The pupil or young person's social care needs which relate to his/her SEND
- The outcomes sought for the pupil or young person, including outcomes for adult life. It should also identify the arrangements for the setting of shorter-term targets by the early year's provider, academy, college or other education or training provider
- The special educational provision required by the pupil or young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in a pupil or young person having SEND. Where an individual health care plan is made for a pupil, this should be included in the EHCP
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the pupil or young person having SEND. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014

- The name and type of the academy, maintained nursery academy, post-16 institution or other institution,
- Where there is a personal budget, the details of this and the outcomes to which it is intended to contribute.

Supporting Pupils with Medical Conditions

- The Children’s and Families Act 2014 places a duty on the academy to arrange to support pupils with medical conditions.
- At St Botolph’s pupils with medical conditions will have an individual healthcare plan. This will specify the type and level of support required to meet the medical needs of the pupil. If a pupil has SEND and a medical condition their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

SEND Support at St Botolph’s

- St Botolph’s makes provision for a wide range of pupils with special educational needs. All are taught in integrated and inclusive provision with support as far as possible or withdrawal arrangements allow for individual or small group work.
- St Botolph’s adopts the approach laid out in The Primary National Strategy on inclusion and support providing a model for waves of intervention:

Wave 1

Wave 1 is about what should be on offer for all pupils: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupil and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of pupils who need extra help with their learning or behaviour.

Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. The Primary National Strategy will continue to ensure that quality assured Wave 2 programmes are available to support the revised Primary Framework. Wave 2 intervention is designed for pupil for whom a well-structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3

Wave 3 is about intervention for pupil for whom Quality First teaching and Wave 2 catch-up programmes are not meeting the pupils needs. It may need to be a more intensive programme, involving more individual support or specialist expertise. Where it is working effectively, the wave’s model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help. This means that academies will be able to target their resources more effectively, at fewer pupil.

Some of the support and interventions offered by St Botolph’s are:

(These interventions are subject to change depending upon the needs of the pupils in our care as well as school acting upon advice from outside professional agencies).

English Support and Intervention

- Individual and small group additional reading, phonics, writing etc
- Access to Wave 2 or 3 strategies including 1:1 RWI Tutoring
- Additional daily reading
- Booster classes for Year 6 pupils
- Alternatives to written recording of work
- Additional RWI sessions
- ‘Squiggle’, ‘Write Dance’ and ‘Dough disco’ in early years.

Maths Support and Intervention

- Individual and small group support in class by teacher and assistant
- Math’s booster groups for Year 6 pupils

Speech, Language and Communication Support and Intervention

- Individual and small group additional intervention
- Daily intervention following programmes devised by SALT
- Delivery of a planned speech and language programme from a specialist teaching assistant
- Regular Visits from Speech and Language therapists both NHS and private
- Well Comm - Speech and Language assessment/support (LFS)
- Skills Builder
- Bespoke provision when advised by external agencies such as Attention Autism, Communication Boards, Object of Reference etc.

Physical Support and Intervention

- Trained teaching assistants will deliver planned Occupational Therapy/Physiotherapy programmes
- Regular contact/visits and work with pupil by Occupational Health Therapists
- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part
- Individual and small group support to develop fine motor skills and to implement handwriting programmes.
- Equipment/Resources – we will ensure pupil have access to the equipment and resources they need such as writing slopes.

Social Skills

- Individual and small group work to deal with identified issues.
- Range of PSHE materials including SCARF
- Time to Talk
- Music Interaction
- Lego Therapy
- Attention Autism

Emotional Development Support and Intervention

- Individual and small group programs led by the learning mentor
- A member of staff allocated to greet in morning and assist settling in where necessary
- Futures in Mind- Tailored support

Behaviour Support and Intervention

- Academy 'Positive Behaviour Management Policy'
- Outreach support and AP when necessary
- Individual, class and whole academy reward systems
- Individual behaviour plans when necessary
- Elsa support
- Zones of Regulation

Allocation of resources

- At St Botolph's the SEND budget for resources is allocated at the beginning of the financial year by the Headteacher and Business Manager, and approved by the Finance Committee and full Governing Body.
- The SENCO and Senior Leaders are responsible for managing this budget and purchasing resources, which will best support the needs of pupil with Special Educational Needs in our academy.

Facilities

- St Botolph's is well equipped with disabled toilets and handrails in the toilets where needed. The academy is accessible to the physically disabled throughout. An Access Plan is in place and available on request.
- St Botolph's will ensure that it will do everything possible to ensure that the academy is well equipped and resourced and able to provide for the needs of all pupil with SEND.

Resources

St Botolph's SEND funding contributes to the costs of:

- staffing e.g. time for the SENCO, and other staff working to support pupils with SEND
- specific equipment and resources
- assessment materials
- training
- adaptations to the building
- fees to agencies outside academy that offer additional expert advice and assessments

Support Services

St Botolph's has access to a full range of support services including:

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)
- Educational Psychologists

- Advisory Teacher for the Deaf- CSIT SENSS
- Behaviour Support
- Advisory Teacher for children with visual impairment- CSIT
- Occupational Therapy
- Physiotherapy
- Speech & Language Therapy
- COMPASS
- WASP
- EIT / ETT
- SEND family support team

Partnership with Parents, Carers and Families – A Family Centred Approach

- At St Botolph's parents/carers are important partners in the effective working relationship with the academy in raising their pupil's attainment. They are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their education is valued highly by the staff of the academy. Parents/carers are encouraged to involve their pupil in the decision-making processes, including determining the level of participation, recording pupil's views and implementing and reviewing the individual plans.
- At St Botolph's parents/carers are encouraged to be fully involved with all aspects of their pupil's education. This is carried out in a variety of ways including review meetings, open evenings, telephone, letters, home/academy agreements and informal meetings.
- At St Botolph's we value the partnership of home and academy working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance.
- At St Botolph's parents/carers and pupils are encouraged to offer their views on special educational needs provision either by using our open-door policy to talk directly to the class teacher, SENCO or Head of School and also at the annual meeting for parents/carers which is arranged by the Governing Body.
- At St Botolph's the academy prospectus contains details of our policy for special educational needs, and the arrangements made for these pupil's in our academy. A named governor takes a special interest in special needs and is always willing to talk to parents.
- At St Botolph's we have regular meetings each term to share the progress of special needs pupil with all stakeholders. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of a pupil with special educational needs.
- At St Botolph's specific issues or complaints will be dealt with in the first instance by the SENCO and formal complaints will be dealt with under the academies' normal complaints procedure.
- At St Botolph's we plan in parent workshops.

Pupil Participation

- At St Botolph's we encourage pupil to take responsibility and to make decisions. This is part of the culture of our academy and relates to pupil of all ages. The work in the Foundation Stage recognises the importance of pupil developing social as well as educational skills.

- At St Botolph's pupils are involved at an appropriate level in setting targets in their individual plans and in any meetings relating to their needs, of appropriate. Pupils are encouraged to make judgements about their own performances against their targets. We recognise success here as we do in any other aspect of academy life.
- Pupils attend MSP and EHCP annual reviews, when appropriate.

Transition between Educational Placements

At St Botolph's we will ensure that pupil with SEND will receive the highest possible care when moving to a new or different educational setting to ensure a successful and smooth transition.

Our transition programme for pupil with SEND includes:

- Liaison with previous placements to meet the pupils and staff
- Liaison with future placements to meet the pupils and staff
- Parental/carer visits
- Induction Days
- Discussion with outside agencies re: pupils with special educational needs transferring to us.

Inclusion

At St Botolph's we aim to offer excellence and choice to all our pupils, whatever their ability or needs.

At St Botolph's we aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our academy community. Through appropriate curricular provision, we respect the fact that pupil:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Assessment

- At St Botolph's pupils are assessed in academy both summatively and formatively and when deemed necessary, by outside agencies. The results of the assessments are used to help individually tailor the support programme needed for the pupil.
- Work is differentiated accordingly and support arranged in the classroom. If the pupil needs specific support from outside experts e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Family Therapist, Family Support Worker, Pupil Support Service officer, Educational Welfare Officer.
- At St Botolph's early identification is a major part of our ethos and work with the pupil. Pupils are assessed when they start reception and subsequently at the start of Key Stage 1. This information is analysed by the class teacher, Head of School and SENDCO and interventions or support is allocated according to any identified needs.

- At St Botolph's the class teacher and SENCO assess and monitor the pupil's progress in line with existing academy practices.
- At St Botolph's the assessment of pupil reflects as far as possible their participation in the whole curriculum of the academy. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the Curriculum for All

At St Botolph's we firmly believe that every pupil has an entitlement to a broad and balanced curriculum, which is suitable differentiated.

At St Botolph's a range of strategies are deployed to meet pupil's special educational needs and ensure inclusion and access to the curriculum. Every lesson has clear learning objective and has work differentiated appropriately. Assessment is used to inform the next stage of learning for every pupil.

Monitoring and Evaluation

At St Botolph's the SENCO will monitor the assessment, identification progress and support for pupils identified as needing SEND support. The SENCO provides staff and governors with regular summaries of the impact of the policy, practice and progress of the academy by way of a monitored action plan, presentation of pupil's results and progress and via the academy's provision map.

At St Botolph's the SENCO is involved in supporting teachers involved in drawing up plans for pupils. The SENCO and SEND Governor hold regular meetings to review the work of the academy in this area.

At St Botolph's the Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Success Criteria of SEND Policy at St Botolph's

This policy will be deemed successful if it:

- Ensures the inclusion of all pupil with Special Educational Needs and their progress,
- Supports all staff in ensuring relevant and successful provision to staff and pupil.

This SEND policy will be judged by the progress of the SEND pupils; the motivation pupils show towards helping to solve their own difficulties and by the flexibility of a system, which allows pupils to be taken off the SEND register.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the academy's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled pupil,

staff and parents/carers and any information the academy holds on disabled pupil, staff and parents. Please see also related policies such as: Equality and Diversity Policy, Safeguarding and child protection Policy.

Information Sharing

All information is stored and shared in line with GDPR regulations.

Any questions or concerns regarding this policy should be made to the academy SENCO.

This policy is a working document and therefore is open to change and restructuring as and when the need arises.