



THE  
DE LA SALLE  
ACADEMY

**SEND POLICY**

Issue No	Author/Owner	Date Written - Reviewed	To Governors	Date Approved	Comments
1	DLSA/JBO	June 2020	July 2020	July 2020	Review: Sept 2021
2					
3					

## 1. Introduction and Compliance

The following policy outlines the provision for all pupils with either temporary or permanent Special Educational Needs and follows the *SEND Code of Practice (2014)* which can be read here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This policy and our SEND offer also comply with the following legislation:

- Children and Families Act 2014
- Equality Act 2010: Advice for Schools DFE 2014

The Children and Families Act (2014, part 3) states:

“A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school 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 schools or mainstream post-16 institutions.

In line with the above, The De La Salle Academy will make reasonable adjustments for pupils with SEND and will work hard to create a fully inclusive environment. The SENCo will monitor the progress of pupils with SEND and is responsible for record keeping. The SENCo reports directly to the Principal and Vice Principal.

### Responsible People:

Jane Owens	(Chair and SEND Governor)
David Hayes	(Principal)
Alicia Freeman	(Head of School)
Jayne Booth	(SENCo)

## 2. Our Vision, Values and Mission

All of the policies and procedures of the academy are firmly set in the context of Our Vision, Values and Mission. The De La Salle Academy is committed to following the teachings of St. John Baptist De La Salle, the patron saint of teachers, by delivering a high quality Christian education based on gospel values. In the best traditions of a De La Salle school we believe in being inclusive. We strive to meet the needs of each individual student.

**Vision:** Inspiring people breaking boundaries

**Values:** Our values are summed up in our nine behaviours and belief statements and are intrinsically linked to our everyday actions.

Understand the importance of heritage: the school you are in has been 300 years in the making.

Do what is right, even when people aren't looking: be inspired and motivated by gospel values of integrity, love, mercy and forgiveness.

Be proactive, but agile and change tack as needs arise: people are unique. Be guided by their different needs, responding positively and generously to support their growth.

Be conscious of a spiritual reality in all that you do: our place of learning is a sacred place, where the time you spend will have a positive impact on the rest of your life.

Treat everyone equally with compassion and respect: those considered to be from the margins are at the heart of a Lasallian education.

Quality relationships are the foundation on which we build: our Lasallian community builds excellent relationships and helps to grow the self-belief of all.

Explore, discover and share what you learn: good teaching, learning and mentoring have positive ripple effects, which are felt through generations.

Enrich your character with different experiences: Lasallian learning focuses equally on academic achievement and developing strong and well-rounded characters. Communicate, collaborate and create: we work with everyone without exception, making them feel valued and respected.

### **Mission Statement:**

Our mission is to ensure that we create a safe environment for every boy in order to allow them to express themselves as individuals and open their minds to the opportunities available to them in the world.

### **3. Objectives of the SEND Policy**

To create an ethos and educational environment that is pupil centered and has the views and needs of the pupil at its heart along with their families/carers.

To encourage a strong focus on high aspirations and on improving outcomes for pupils with SEND which will enable them to succeed in their education and make a successful transition into adulthood.

To reflect the *New Code of Practice (2014)* in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

To fully adopt a graduated approach, to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the academy setting.

To work within a 'pupil centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

To encourage and engage the participation of pupils and parents in the decision making and the planning and review of outcomes with regard to their provision

To clearly identify the roles and responsibilities of academy staff in order to provide an appropriate education for pupils with special educational needs and/or disability.

To be proactive in enabling full access for pupils with SEND to all aspects of the curriculum, the wider academy life and activities.

To develop positive self-esteem with a long term goal of independence and preparation for adulthood.

To ensure that no pupil is disadvantaged in relation to accessing the curriculum and the wider life of the academy.

#### **4. Responsibility for SEND**

It is a whole school responsibility and priority to ensure that the needs of all SEND learners are met during their time at The De LA Salle Academy. Teachers have been given the necessary training and information to understand how to meet the needs of every student within our setting. Pupils are also supported by the whole school approach to SEND through department and pastoral systems on a regular basis. Progress is carefully monitored and regular support is offered to all pupils.

The Governors have responsibility for the strategic direction of the Academy and holding the Principal and Senior Leadership team to account: ensuring that all statutory guidance relating to SEND is adhered to and the appropriate provision for pupils with SEND is in place. The SEND Link Governor will offer support and challenge to the Senior Leadership Team and the SENCo.

The Principal is responsible for the day to day leadership and management of the academy: ensuring that the policy is implemented in practice and that appropriate provision is in place for pupils with SEND. The Principal will ensure that the academy uses its best endeavors to implement appropriate levels of support for pupils with SEND and that pupils with SEN participate in activities with those pupils who do not have SEN.

School leaders should regularly review how expertise and resources can be used to build the quality of the whole-school SEND provision as part of their approach to school improvement. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. They should ensure that pupils and parents are actively involved in decision-making throughout as stated in the *Code of Practice (2014) Chapter 6*.

The class teacher is responsible for providing a suitable education for all. The class teacher is also responsible for differentiating work for pupils and making the curriculum easily accessible for pupils with SEN. In some cases the class teacher will be the first to notice a student has a special educational need. It is their duty to notify the SENCo using the referral form. Curriculum Leaders are responsible for the provision of a curriculum that all pupils can study. The curriculum leader will ensure that all pupils' needs can be catered for as far as possible.

Additional, trained staff will be used to support individual pupils and small groups.

The SENCO has an important role to play alongside the Principal and governing body, in determining the strategic development of the SEND policy and provision in the school. The SENCO has a day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including pupils who have EHC plans.

#### **The key responsibilities of the SENCO includes:**

Working with the Principal, Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access Arrangements

Over-seeing the day-to-day operation of the academy's SEND policy and coordinating provision for children with SEND.

Ensuring the academy follows procedures of the Code of Practice January 2014 and that there are clear, staged protocols for identifying, assessing and reviewing SEND provision for students.

Ensuring curriculum Leaders are responsible for the provision of a curriculum that all students can follow.

Ensuring all staff understand the importance of identifying needs and providing support for such students.

Ensure staff identify student's needs and refer student to the SEND department using the referral form.

Ensure records of all pupils with SEN are kept up to date

Liaising with the relevant Teacher where a pupil has SEN advising on the graduated approach to providing SEND support.

Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Liaising with parents of pupils with SEND.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies: being a key point of contact with external agencies, especially the local authority and its support services.

Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

It is also the SENCo's responsibility to ensure the necessary provision is implemented for all students with SEN. Where a pupil has been identified with SEND and requires additional support, the offer to each pupil will be tailored to meet their needs, but may include:

Additional small group literacy and numeracy support

IDL Reading and Spelling Intervention

Reading intervention

NESSY Spelling Intervention

Speech and Language programmes

Social Skills Intervention

1-1 mentor Intervention

Support from external providers such as YPAS, Advanced Solutions and Educational Psychologists

The Special Needs Coordinator has responsibility for the day-to-day delivery of SEND. The SENCo reports directly to Alicia Freeman, Head of school. The SENCo is also responsible for keeping the Principal, governors and other colleagues informed on pupils with SEND.

## **5. Arrangements for the provision of SEN.**

When the need for a special educational provision is identified, the teacher and SENCO should consider all of the information gathered, from within the academy, about the pupil's progress. It should be used alongside national data and expectations of progress. This should include the use of high quality and accurate formative assessment and early assessment materials. For higher levels of need, the academy has arrangements in place to draw on more specialised assessments from external agencies and professionals. Information gathering will include an early discussion with the pupil and their parents. Early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupils as well as the next steps. A clear date for reviewing progress will be agreed: parents, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

## **6. Admission arrangements.**

The academy will ensure that the admission arrangements do not discriminate against pupils with SEN and that all reasonable endeavors will be undertaken to meet the needs of the individual pupil using the facilities and resources available to the academy. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **7. Facilities for vulnerable pupils with SEND**

The academy will make all reasonable endeavors to ensure access is provided to appropriate facilities and support materials for pupils with SEN. An Accessibility Plan is in place to ensure information and curriculum access is continually developed to meet pupils' needs. Facilities and support materials are continually reviewed to maximise pupils' access to all parts of academy life.

## **8. Allocation of resources.**

The academy has duties under the Equality Act 2010 towards pupils and **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children and pupils with SEN, to prevent them being at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what pupils with SEND might require and any adjustments needed to prevent that disadvantage. The academy also has wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. All reasonable efforts will be made to ensure appropriate resources are available.

## **9. Identification pupil needs.**

**How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

The academy has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised: identifying needs at the earliest point and then implementing an effective provision improves long-term outcomes for the pupils with SEN. A pupil has SEND where

their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Where pupils have been identified with SEND, all necessary information, including support strategies are shared and immediately accessible for all staff.

Students are initially assessed by the Academy at the start of year 7, this provides us with detail on each child's cognitive abilities. We also gather information from the primary schools during transition visits in the summer term. This ensures that the SENCo can respond proactively to additional needs. Students, who are identified as below the expected level in English and Mathematics are not automatically highlighted as having special educational needs, but are provided with the teaching they require to close attainment gaps. It is only after internal strategies of support (including, but not exhaustive of intervention, pupil support, behaviour support) that a child may be identified as SEN.

The SEND Code of Practice (2014) makes it clear that all teachers are responsible for identifying young people with SEND. Quality First Teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. Effective Quality First Teaching is likely to mean that fewer pupils will require such support. Teachers, in collaboration with the SENCo, will ensure that those young people requiring different and/or additional support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include: observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Identification strategies used include:

Observation

Teacher assessment

Discussions with parents/carers/young people

Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.

Evidence from teacher observation, transition information, assessments from primary school

Reports from other professionals or educational agencies such as the Occupational Health, Speech & Language Therapy Department, Educational Psychologist and YPAS were required. At this point, other professionals may also be involved in the process by completing appropriate assessments. This will involve a graduated approach which draws upon the four part cycle outlined in the Code of Practice.

The Graduated response as outlined in the SEND Code of Practice (2014).

Assess

Plan

Do

Review

If you believe your child to have a SEND issue, parents /carers are encouraged to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo.

## **10. Access to the curriculum, information and associated services.**

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. The Accessibility Plan refers to on-going developments regarding the dissemination of information. The academy will provide advice and guidance regarding the access to associated services as appropriate to individual pupil needs.

## **11. Inclusion of SEND Pupils in the wider life of the Academy**

All reasonable efforts will be made to ensure pupils with SEND have full access to all aspects of the wider life of the academy.

## **12. Evaluation of SEND**

As noted previously, the effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The use of baseline and appropriate progress data will be used to evaluate the effectiveness of SEND intervention and support.

## **13. Complaints procedure**

Any initial concern should be raised through the normal means of communication: with teaching and pastoral support staff. This may also involve the intervention by the SENCO, relevant senior leader and the Principal. However, where there may be no apparent agreement parents/carers have recourse to the academy's Complaints Procedure which is available on the academy website and can be provided in printed form on request.

## **14. INSET arrangements for staff**

As part of the strategic development of the academy a programme of staff training and development is in place, this will include relevant specialist training in relation to SEND. The SENCO will also provide individual support and guidance for staff in relation to meeting particular pupil needs.

## **15. Links to support services and external agencies**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the academy will consider involving

specialists, including those secured by the school itself or from outside agencies. The academy may involve specialists at any point to advise on early identification of SEND and effective support and interventions. The academy will also involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parents will always be involved in any decision to involve specialists. The academy has developed links with the following external support agencies:-

Educational Psychologists

Child and Adolescent Mental Health Services (CAMHS)

YPAS (Young Person's Advisory Service)

Specialist teachers or support services from external agencies

Other schools who may be able to provide additional support and guidance

## **16. Working in partnership with parents/carers/pupils.**

In line with the *SEND Code of Practice (2014)* the academy is committed to working closely with parents/carers and pupils in the identification of SEND, the provision of appropriate support and challenge and the review and evaluation of progress. The academy will provide reports for parents on their child's progress and also provide regular reports for parents on how their child is progressing. Where a pupil is receiving SEN support, the academy will communicate with parents to set clear outcomes and review progress, discuss the activities and support that will help the pupil achieve them and identify the responsibilities of the parent, the pupil and the school. The academy will aim to meet parents at least three times each year.

These discussions will be led by a teacher with good knowledge and understanding of the pupil. A teacher who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and together with the teacher, agree their aspirations for the pupil. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate academy staff. This record should be given to the pupil's parents. The academy's management information system will be updated as appropriate.

## **17. Review and amendment to this policy.**

The SEND policy should be read in conjunction with the academy's annual SEND Report 2020-2021, the academy's Accessibility Plan 2018-2021 and the academy's policy on Supporting Pupils with Medical Conditions. The policy will be reviewed annually, but may be amended in the interim to ensure the academy remains in line with legislative changes.