



THE  
DE LA SALLE  
ACADEMY

**SEND POLICY**

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## **Contents**

1. Mission Statement
2. Objectives
3. Responsibility for SEND
4. Arrangements for the provision of SEND
5. Admission arrangements
6. Facilities for vulnerable pupils with SEND
7. Allocation of resources
8. Identification and review of pupil needs
9. Access to the curriculum, information and associated services.
10. Inclusion of SEND Pupils in the wider life of the Academy
11. Evaluation of SEND
12. Complaints procedure
13. INSET arrangements for staff
14. Links to support services and external agencies
15. Working in partnership with parents/carers/pupils.

The De La Salle Academy

Our Vision, Values and Mission

**1. 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 to all our students. In the best traditions of a De La Salle school we believe in being inclusive, and we will work hard to meet the needs of each individual student. St. John Baptist De La Salle instructed his teachers as follows: "Take even more care of the children entrusted to you than if they were the children of a king"

**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 focusses 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.

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

- To create an ethos and educational environment that is pupil centred 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 with high expectations for the best possible progress.
- To work within a 'pupil centred 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 disabilities and • To be proactive in enabling full access for pupils with SEND to all manageable aspects of the academy curriculum and the wider academy life and activities thus developing 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.

## **3. Responsibility for SEND**

- **The Governing Body.** The governors have responsibility for setting the strategic direction of the Academy and holding the Principal and Senior Leadership to account in ensuring that all statutory guidance relating to SEND is adhered to and that appropriate provision for pupils with SEND is in place. A SEND Link Governor will be appointed and receive appropriate training to enable them to offer support and challenge to the Senior Leadership and SENDCO.
  - **The Principal.** The Principal is responsible for the day to day leadership and management of the academy and for ensuring that the policy is implanted in practice and that appropriate provision is in place for pupils with SEND. The Principal will ensure that the academy uses its best endeavours to ensure appropriate levels of support are in place for pupils with
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SEND and that pupils with SEND participate in activities with those pupils who do not have SEND.

- **School Leaders.** School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. They should ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out in the Code of Practice Chapter 6
  - **SENDCO.** The SENDCO will be an appropriately qualified teacher at the academy. The SENDCO has an important role to play with the Principal and governing body, in determining the strategic development of SEND policy and provision in the school. The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. The key responsibilities of the SENDCO will include:
    - overseeing the day-to-day operation of the academy's SEND policy
    - co-ordinating provision for children with SEND
    - liaising with the relevant Designated Teacher where a looked after pupil has SEND
    - 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 early years providers, 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
    - working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
    - ensuring that the school keeps the records of all pupils with SEND up to date
  - **Teachers.** Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants
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or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

- **Support staff.** Additional, trained staff may be used within the classroom to support individual pupils and small groups.

#### **4. Arrangements for the provision of SEND.**

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools 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. This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents should 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 child and the next steps. However support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

#### **5. Admission arrangements.**

The academy will ensure that the admission arrangements will not discriminate against pupils with SEND and that all reasonable endeavours will be undertaken to meet the needs of the individual pupil within 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.

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

The academy will make all reasonable endeavours to ensure access is provided to an appropriate range of facilities and support materials for pupils with SEND. An Accessibility Plan is in place to ensure information and curriculum access continues to be developed to meet pupils' needs. Facilities and support materials are continually reviewed to maximize pupil access to all parts of academy life.

#### **7. 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, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what

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adjustments might need to be made 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.

## **8. Identification and review of pupil needs.**

The academy has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less Than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Four broad areas of need will be identified.

**Communication and interaction**

**Cognition and learning**

**Social, emotional and mental health difficulties**

**Sensory and/or physical needs**

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## **The academy will adopt a cycle plan -do- review**

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They

Should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

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.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. The academy **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require the academy to convene and hold annual review meetings on its behalf.

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## **9. 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 SEND 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.

## **10. 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.

## **11. 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.

## **12. Complaints procedure**

Any initial concerns should be raised through the normal means of communication with teaching and pastoral support staff. This may also involve the intervention by the SENDCO, 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 may be provided in printed form on request.

## **13. 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 SENDCO will also provide individual support and guidance for staff in relation to meeting particular pupil needs.

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#### **14. 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 despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists.

The academy has developed with the following external support agencies:-

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability therapists (including speech and language therapists, occupational therapists and physiotherapists) external consultant expertise the academy also has links with other schools who may be able to provide additional support and guidance

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

In line with the Code of Practice (January 2015) 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** an annual report 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 SEND support, the academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help 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 build confidence in the actions being taken by the academy, and also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Also parents/carers can provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.

These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment.

This will usually be the class teacher or form tutor, supported by the SENDCO. 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

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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.

**Review and amendment to this policy.**

The policy should be read in conjunction with the academy's annual SEND Report, the academy's Accessibility Plan 2016-2019. 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 and legislative changes.

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