



Shavington Academy

SEND Policy

Policy Statement

The academy's policy supports the Code of Practice (September 2014), and the Equality Act 2010.

"Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child."

(Code of Practice, September 2014)

Principles

- Children's SEND are identified as they emerge and support is routinely put in place quickly. Equally, provision recedes as pupils gain independence and become self-supporting
- Staff have the knowledge, understanding and skills to provide the right support for pupils who have SEN or are disabled
- Parents and staff know what they can reasonably expect from the academy, and its access to local services
- The principle that every child can or should achieve underpins the values of the academy and the provision it offers
- There is greater flexibility in accessing services, both in school and externally, to support pupils in overcoming barriers to learning

Aims

- To have high expectations for children and young people with SEND
- To use our best endeavours to ensure that the necessary provision is made for any individual who has SEND
- To co-operate with their local authority in developing the local offer
- To designate an appropriate member of staff to have responsibility for co-ordinating provision for children with SEND
- To ensure that children with SEND take part in school activities together with children who do not have SEND as far as possible

Practice

Provision is provided in four areas of need.

- There is a graduated approach that supports current need appropriately and fosters independence and resilience. Most pupil's needs are met through quality first teaching

- **Communication and interaction.** Provision is organised, led, monitored and reviewed by the SENDCo
- **Cognition and learning.** Provision is organised, led, monitored and reviewed by the SENDCo
- **Social, mental and emotional health.** Provision is organised, led, monitored and reviewed by Pastoral Leaders
- **Sensory and/or physical needs** is managed by the SENDCo, in liaison with AHT for pastoral and inclusion
- The Assistant Headteacher (Pastoral and inclusion) for the academy co-ordinates provision across all areas above, and across post holders, to meet the current/emerging needs of pupils. They will ensure that:
 - In - school data informs provision for individuals, group and the school as a whole
 - Staff are equipped to offer high quality teaching and respond to specific needs
 - Transition from primary, and for in-year admissions is supported by communication with the school
 - Transition at 16 and preparing for adulthood is achieved through a differentiated curriculum offer and careers and guidance programmes
 - Assessment and review of children and young people's progress towards outcomes, including working with parents, specialists and young people
 - Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology are made where appropriate
 - Children and young people with SEND are enabled to have access to facilities and extra-curricular activity available to all children
 - Support to improve emotional and social development, and measures to prevent bullying are in place
 - Other professionals are deployed to support pupils' access, achievement and well-being and keep that deployment under review

Signed: _____ *S. Pyra* _____ (Chair of Committee)

Signed: _____ *C. White* _____ (Headteacher)

Dated: _____ **15/10/18** _____

Review Date: **Summer 2019**