



Rye College Policy

Policy Title:	Special Educational Needs and Disability (SEND)
Leadership Responsibility:	Headteacher
Review Body:	Board of Trustees
Date:	June 2019
Review:	June 2020

Legal Framework

The policy complies with the Special Educational Needs (SEN) and Disability Code of Practice and Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities;
- Children Act 1989;
- Children Act 2004;
- Children and Families Act 2014;
- Data Protection Act 2018;
- Disabled Persons (Services, Consultation and Representation) Act 1986;
- Education Act 1996;
- Education Act 2002;
- Equality Act 2010: advice for schools DfE May 2014;
- Equality Act 2010 (disability) Regulations 2010;
- Health and Social Care Act 2012;
- Human Rights Act 1998;
- Keeping Children Safe in Education Guidance from the DfE September 2019;
- Local Government Act 1974;
- Mental Health Act 2005;
- Mental Health and Wellbeing Provision in Schools;
- Public Sector Equality Duty;
- Safeguarding Vulnerable Groups Act 2006;
- School Admissions Code;
- Schools SEN Information Report Regulations (2014);
- SEND Code of Practice 0 – 25 (Jan 2015);
- Statutory Guidance on Supporting students at school with medical conditions (April 2014);
- Special Educational Needs and Disability Regulations 2014 (Personal Budgets & linked to clause 64);
- Special Educational Needs Disability (Amendment) Regulations 2015;
- The General Data Protection Regulations and the Data Protection Act 2018;
- Special Educational Needs and Disability (Detained Persons) Regulations 2015;
- Supporting pupils at school with medical conditions Guidance 2017The National Curriculum in England framework document (September 2013);
- Teachers Standards 2012;
- Working Together to Safeguard Children Guidance from the DfE September 2018.



Policies Relating To SEND

This policy is one of a series in the Aquinas Church of England Trust's (the Trust) integrated Inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against colleagues;
- Complaints;
- Data Protection;
- Document Management and Retention;
- Equality;
- Grievance and Disciplinary;
- Health and Safety;
- Induction;
- Lone worker;
- Positive Handling;
- Safeguarding;
- Safer Recruitment;
- Whistleblowing.

The academies' individual policies on:

- Accessibility Plan;
- Administration of Medicines and Children with Medical Conditions;
- Admission Arrangements;
- Anti-bullying;
- Attendance;
- Appropriate physical contact including restraint;
- Behaviour;
- Child Looked After;
- Child Protection;
- Complaints;
- Curriculum;
- EYFS;
- First Aid;
- Health and safety procedures;
- Missing children;
- Personal and intimate care;
- Photography of children and young people.

The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

Under the Children and Families Act 2014 the Academy must:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any student who has SEN;



- Ensure that parents or young person are notified by the Academy when special educational provision is being made for their child, because it is considered that he or she has SEN and they are involved in the decision making;
- Make sure that all colleagues that are likely to teach the pupil are aware of the pupil's SEN;
- Make sure that the teachers at the Academy are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;
- Ensure that there is a qualified teacher designated as special educational needs coordinator (SENCo) for the Academy. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- Consult the Local Authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Ensure that pupils with SEN join in the everyday activities of the Academy together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- Take account of the 'SEN Code of Practice' when carrying out their duties towards all pupils with SEN;
- Where an LA or the First-tier Tribunal names a school as the school the child will attend on an Education and Health Care Plan, admit the child to the Academy. Before naming the Academy on an Education, Health and Care Plan, the LA must consult the Academy;
- Co-operate with the LA in developing the local offer;
- Produce and publish online its SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and
- Have arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

In addition, the Academy must ensure that there is no discrimination, harassment and victimisation of pupils with SEN or disabilities and reasonable adjustment are made in favour of pupils with disability in order to avoid any disadvantage to such pupils due to their disability.

Objectives

All colleagues at the Academy are committed to meeting the special educational needs and disabilities (SEND) requirements of all pupils. We aim to:

- Meet the needs of all pupils, including pupils with SEND so that they realise their full potential as we value all pupils equally;
- Identify, assess, record and regularly review the progress of pupils with SEND thereby ensuring their needs are met;
- Meet these needs as far as possible within the normal classroom environment to avoid negative perceptions with all pupils receiving a broad and balanced curriculum;
- Ensure that all pupils make the best possible progress and grow in confidence and self-esteem in an environment which fulfils the variety of talents of each pupil in a caring, supportive and disciplined manner;
- Ensure effective communication with parents so that they are informed of their child's needs and pupils are empowered to express their views and are involved in the decisions which affect their education where appropriate;



- Ensure that SEND pupils have equal curricular opportunities within the bounds of the Disability Discrimination Act. Adjustments may be necessary in the interests of individual pupils;
- Recognise that in meeting the needs of SEND pupils it is essential to have successful partnerships between pupils, parents, teachers and external agencies who are all essential contributors, and information on progress is shared regularly;
- Ensure that there is equality of opportunity for all pupils with SEN and disabilities and that they are able to access the provision at the Academy and are not at a disadvantage due to their SEN or disability;
- Ensure that the necessary reasonable adjustments are made to ensure that pupils with disabilities are not disadvantaged owing to their disability.

The Academy hopes to achieve the objectives by:

- Implementing the SEND Code of Practice;
- Operating a “whole pupil, whole school” approach to the management (including SEND being a regular item on the senior leadership team agenda) and provision of support for SEN and ensuring that all teachers recognise that a consideration of SEND permeates the whole curriculum and all aspects of teaching and learning;
- Providing support, advice and training for all colleagues working with pupils who have special educational needs and disability ensuring that specific SEND training is provided in the Academy training programme;
- Ensuring that pupils with social, emotional and behavioural difficulties are recognised as having SEN and have the same staged approach as other pupils who have learning difficulties and disabilities;
- Ensuring the identification of SEND pupils, appropriate designation on the SEN register (including pupils who are also in the care of a local authority and regular assessment and review of their progress in accordance with the procedures at the Academy);
- Ensuring that disability pupils are assessed and the appropriate reasonable adjustment put in place;
- Ensuring that pupils with SEND taking examinations are provided with the necessary support;
- Ensuring that the parents of SEN pupils have the opportunity to discuss progress during each academic year and are kept fully informed of pupils’ SEN and their placement on the SEN Register;
- Monitoring the SEN provision at the Academy and the involvement of pupils with SEN in the wider life of the Academy;
- Taking all steps to ensure that pupils who require education, health and care plans (EHC Plans) are assessed by the LA, the EHC plans are prepared and reviewed annually;
- Maintaining links with other mainstream schools and special schools, including arrangements when pupils change or leave the school.

Key Roles and Responsibilities

The Academy values every child as a learner and will aim to offer an education appropriate to each individual pupil’s needs to ensure they reach their potential and beyond, regardless of their starting point. Provision for pupils with SEND is a matter for the Academy as a whole. The Headteacher, the SENCo and all other members of colleagues have important responsibilities for the provision and delivery of this provision.



Academy Details

Academy SENCo: **Matt Townsend**
National Award for Special Education Needs
(Clause 64, Children and Families Bill 2014)

Rye College
The Grove
Rye
East Sussex

The Leadership lead is Jest Carpenter, Deputy Headteacher, Rye College (Code of Practice 6.89).

Academy Designated Safeguarding Lead: **Mrs Jest Carpenter, Deputy Headteacher**

Academy Designated Teacher for Children Looked After: **Mr Matt Townsend, SENCO**

Academy colleague responsible for managing college's responsibility for meeting the medical needs of pupils: **Mrs Anita Mills**

The Academy/SENCo belongs to the following professional SEND organisations:

- NASEN, National Association for Special Education Needs.

Mr Townsend, the SENCO is responsible for meeting the requirements of the Code of Practice, to lead on the deployment of TAs, specialist colleagues, and colleagues from outside agencies. This is in line with the Code of Practice, 2001, paragraphs 6.32 – 6.40.

The SENCO has oversight of the testing of students for access arrangements for special considerations during examinations. The assessor will meet all DFE training and qualification requirements, in line with DfE guidelines.

The Assistant SENCo is responsible for keeping an accurate record of all students with SEN, their place on the SEN register, and for home school liaison.

Teaching Assistants are responsible for providing appropriate, well planned support to students at SEN Support and those who have an Education, Health and Care Plan.

Subject Leaders are responsible for appropriate teaching and learning in their subject areas in conjunction with department teachers to ensure that the progress of SEN students is in-line with other students and the expectations of the school. They are responsible for ensuring that colleagues within their department take advantage of any in-house training opportunities for SEN that are offered.

All teaching colleagues have a responsibility to ensure they take account of students' specific learning needs when planning lessons to ensure that access is equally available for all students. They will ensure that the suggestions provided in the students Support Plans are used to help differentiate tasks within their lessons. Where difficulties persist the SENCO should be approached for further advice. It is important to show what provision and differentiation has taken place.



Headteacher

- The Headteacher is the Responsible Person as described in the Code of Practice, but may choose to delegate aspects of work;
- The Headteacher will be responsible for appointing the SENCo who must achieve a national award in special educational needs co-ordination within 3 years of appointment. It is suggested that the SENCo is a member of the academy's leadership team. Where this is not possible, the academy may jointly designate a member of the leadership together with the SENCo;
- The Headteacher will be responsible for appointing a designated teacher for Children Looked After and the Designated Safeguarding Lead;
- The Headteacher will be responsible for ensuring that the SENCo has complied with the requirements of the SEND Code of Conduct;
- The Headteacher will ensure that the academy prepares an annual SEN information Report as required by section 69 of the Children's and Families Act 2014;
- The Headteacher will be responsible for appointing the designated safeguarding lead (DSL) who, in turn, will be responsible for the safeguarding of SEND pupils and will liaise with the SENCo where appropriate;
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- The Headteacher will be responsible for appointing the designated teacher (Designated Teacher) who, in turn, will be responsible for the looked after children at the academy;
- The academy has SEND procedures in place that are in accordance with current legislation and statutory guidance issued by the Department for Education (DFE), the SEND Code of Practice, the Equality Act 2010 and such other statutory or guidance documentation which from time to time the DFE shall stipulate;
- The academy has a SEND policy which follows the format of appendix A and an academy accessibility plan;
- The academy regularly reviews its SEND procedures and accessibility plan in liaison with the Trust's safeguarding representatives;
- All policies and procedures within the SEND suite and the Trust's equality policy are implemented and followed by all colleagues;
- Regular training and updates are provided for all colleagues including timely induction for new colleagues;
- The academy ensures colleagues have received the appropriate safeguarding training to include safe handling and the recruitment of colleagues follows safer recruitment requirements;
- The academy has procedures for dealing with allegations of abuse against colleagues and volunteers that comply with guidance from the government and local authority and locally agreed inter-agency procedures. These include procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse Against Colleagues Policy. The Chief Executive Officer shall be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher;
- All colleagues feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the academy's whistleblowing procedures;
- Learners' safety and welfare is addressed through the curriculum;
- The SEND policies and procedures are made available to parents and other stakeholders on request.



The SENCo

The SENCo is responsible for:

- Determining the strategic development of the SEND policy and provision at the academy;
- The day to day operation of the academy's SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC Plans;
- Ensuring the assessment of pupils and their SEND needs, putting in place the appropriate support plan and reviewing it;
- Providing professional guidance to colleagues (including training for colleagues) and working closely with colleagues, parents and other agencies and where appropriate managing teaching assistants and individual support assistants;
- Advising on the Local SEN Offer and working with professional in order to support families and to ensure pupils with SEN receive appropriate support and high quality teaching;
- Liaising with the Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the SEN budget academy's SEN budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEN;
- 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 LA and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about the options and a smooth transition is planned;
- Working with the Headteacher to ensure that the academy and the Trust meets its responsibilities under the Equality Act 2010 in relation to reasonable adjustments and access arrangements;
- Maintaining the SEN register and ensuring that the academy keeps the records of all pupils with SEND up to date together with monitoring their progress by reference to data analysis and national benchmarking.

The SENCo may have an assistant to support him with these responsibilities.

Teachers

Subject Leaders are responsible for appropriate teaching and learning in their subject areas and in conjunction with teachers must ensure that the progress of SEND students is in-line with other students and the expectations of the Trust and the Academy. The progress of pupils with SEND should be assessed and monitored against the targets set by the Academy and against the EHC plans where appropriate.

All teachers have a responsibility to ensure they take account of pupils' specific learning needs when planning lessons to ensure that access is equally available for all students. They will ensure that they are appraised of SEND pupils' education support plans to help differentiate tasks within their lessons thereby better supporting SEND pupils. Where difficulties persist with the SEND pupils accessing the curriculum or achieving expected progress the SENCo should be approached for further advice. It is important to show what provision and differentiation has taken place.

Teachers will also liaise with parents/ carers, external agencies, teaching assistants and other support colleagues where necessary and will keep the SENCo advised.



Teachers will promote equality at all times and takes all reasonable steps to ensure that pupils with SEN or disabilities are not harassed or victimized. Reasonable adjustments will be made in favour of pupils with disabilities to ensure that can access the curriculum.

Special Educational Needs

The Academy recognises the importance of identifying the needs of all children at the point of entry and, following parental consultation, putting in place the necessary package of support to ensure that pupils identified with special education needs achieve their full potential.

Identification of SEN

The Academy has a clear approach to identifying and responding to SEN. The Academy recognises the importance of early identification and aims to identify children's special needs as early as possible so that an effective provision can be put in place to improve long term outcomes. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the Academy needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child/young person. Pupils will be regularly assessed so that those making less than expected progress can be identified and interventions put in place.

Progress will be characterised using the following guidelines:

- Progress is significantly slower than the class average, from the same baseline;
- Progress does not match or better the pupil's previous rate of progress;
- Progress fails to close the attainment gap within the class;
- The attainment gap is widened by the plateauing of progress.

Rye College will also use NGRT Online to assess all year 7 students joining the academy in September 2019 regarding their ability to decode what they read, to comprehend and apply meaning. This will then be repeated during the year to assess progress in these areas.

The Academy also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the equality legislation can enable a child to make normal progress;
- Attendance;
- Health and welfare;
- English as an additional language;
- Being in receipt of Student Premium grant;
- Being a child looked after;
- Being a child of Service personnel.

There is a rigorous system of progress monitoring across the academy which takes place on a regular basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.



Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed through the provision of the following support:

- Anger management/ Conflict resolution;
- Multi agency approach;
- Pastoral team;
- Social and communication.

Please see the Academy's SEN Information Report for further details.

EHC Plans

The Academy will fully cooperate with the LA when research about the pupil is being conducted and will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

If the Academy decides to implement an EHC plan, the parents and the pupil will be informed, including the reasons for this decision. The Academy will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the Academy will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the Academy's existing provision. If the LA decides not to issue an EHC plan the parents of the pupil or the pupil themselves will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The Academy will admit any pupil that names it in an EHC plan or EHC needs assessment process as long as the Academy can meet the pupil's needs. The Academy will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable steps will be taken by the Academy to provide a high standard of education. Colleagues will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

The Academy will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, and realistic and time scaled (SMART) outcomes. If a pupil's needs significantly change, the Academy will request a re-assessment of an EHC plan at least six months after an initial assessment and the Academy will request the LA to conduct a re-assessment of a pupil whenever necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The Academy will ensure that any EHC plan information is kept confidential and on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan. The Academy will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.



Where necessary, the Academy will provide support from an advocate to ensure the pupil's views are heard and acknowledged. The Academy will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

When reviewing the EHC plan, the Academy will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested;
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting;
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times;
- Ensure that sufficient arrangements are put in place at the Academy to host the annual review meeting;
- Cooperate with the LA during annual reviews;
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family;
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting;
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan;
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations;
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

When transferring between different phases of education, EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.

In the case of primary academies, the review and amendments will be completed by the first half of the Spring Term at the latest for transfers into or between schools. The key transfers are early years' provider to primary school and primary school to secondary school. For pupils moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution, must be completed by the Easter break in the calendar year of the transfer.

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the Academy's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the Academy will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place. Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service. The Academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the Academy.



If disagreements are not resolved at a local level, the case will be referred to the ESFA. The Academy will fully cooperate with the LA by providing any evidence or information that is relevant. All colleagues involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.

The Academy will ensure that pupils are supported to make a smooth transition to whatever they will be doing next. The Academy will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the Academy has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the Academy's Exclusion Policy.

If it is in the best interest of the pupil, the Academy may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

Where relevant, the Academy will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence. The Academy will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
- Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age;
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND;
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions;
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

Where appropriate, the Academy will implement a Careers Policy, which will include details on how the Academy will work with pupils with SEND to ensure they are prepared for the workplace.

Funding

The Academy will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Personal budgets are allocated from the LA's high needs funding block; the Academy will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

In developing and reviewing the Local Offer, the Academy will adopt the following approach:

- Collaborative: The Academy will work with LAs, parents and pupils in developing and reviewing the Local Offer. The Academy will also co-operate with those providing services;
- Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised;



- Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions;
- Up-to-date: When parents and pupils access the Local Offer, it is important that the information is up-to-date.

Providing SEN Support – A Graduated Response

Once a pupil with SEND has been identified, the Academy will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs;
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review;
- Implementing the interventions, with the support of the SENCO;
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

The Academy will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the Academy. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil. The Academy will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt. The Academy will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the Academy will:

- Base decisions on the insights of the pupil and their parents;
- Set pupils challenging targets;
- Track their progress towards these goals;
- Review additional or different provisions made for them;
- Promote positive personal and social development outcomes;
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the Academy will consult with parents before involving specialists.



Class / subject teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. The Academy regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This will include reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered. The following is undertaken:

- Appraisal and capability policy;
- SEN training throughout the year;
- Regular meetings with between teachers and SENCo;
- Termly data analysis of SEN learners;
- Learning Walks;
- TA meetings;
- TA monitoring of provision;
- Transition work.

Before special educational provision is made, the SENCO and the relevant teacher will consider all the information from within the Academy about the Pupil's progress, alongside national data and expectations of progress and in consultation with parents. The East Sussex SEND Matrix is used to aid identification of need within the four categories identified by the SEN Code of Practice (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

- Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCo, may take place.
- Plan: Interventions based on the outcome of assessment are planned.
- Do: Delivered by appropriately trained colleagues. Support may take the form of additional in-class provision or an intervention group to address a particular need.
- Review: The effectiveness of the intervention will be monitored regularly. Individual pupil targets will be reviewed as part of the Academy's cycle of progress monitoring.

If, despite support, pupils fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place pupils on the SEN register, in formal consultation with parents.

Academy Provision

The Academy has in place Quality First Teaching with differentiated work where appropriate. In addition:

- Smaller groups for the vulnerable pupils;
- Advice from external therapists;
- Mentoring, counselling and therapeutic inputs;
- Family workers;
- Key Stage learning coordinators;
- Detailed assessment and monitoring.



Use of Teaching Assistants

An effective Teaching Assistant (TA) can have a significant impact on learning. The role of a TA is to complement the teacher and provide a personalised learning experience to all pupils, in particular those with special, or additional, educational needs. It is the responsibility of the teacher to make lesson plans available and it is the responsibility of the TA to deliver support to the identified pupil/s in line with these. Please refer to Appendix 2 for further information on the role of the Teaching Assistant.

Managing Students on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the pupil has been placed on the SEN register. The SENCo, in consultation with the class/subject teacher, pupil and parents will draw up a support agreement.

College provision is carried within Rye as follows:

All interventions are planned and monitored by the class teacher and delivered by colleagues who have had appropriate training. Records of interventions are kept throughout the whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the Academy's cycle of progress monitoring.

While the needs of the majority of pupils will be met from within the Academy's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, the Academy will provide a provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a SEN Support Plan will be put in place by the Academy's SENCO in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the East Sussex Matrix.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the LA.

Criteria for Exiting the SEND Register

When a pupil has progressed and attained in line with age related expectations, they may exit the SEN register if no other identified Special Educational Needs have been highlighted.

If a pupil no longer meets the mandatory requirements from the LA and can be facilitated through Quality First Teaching they will be put on a monitoring program.

Further details of the provision at the Academy can be found at Appendix 1.

Data and record keeping

As a result of undertaking its statutory responsibilities, the Academy will receive personal data, some of which will be sensitive personal data. The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Academy complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.



All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have data protection compliant provisions.

In terms of record keeping, the Academy will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils;
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND;
- Show all the provisions the Academy makes which are different or additional to that offered through the Academy curriculum on a provision map.

The Academy keeps data on the levels and types of need within school and makes this available to the LA.

The SEND information report will be prepared by the Academy, and will be published on the Academy's website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

All information will be kept in accordance with the Trust's Data Protection and Management and Retention of Records Policies.

Confidentiality

The Academy will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996;
- On the order of any court for any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and LAs;
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE;
- To the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

Resolving Disagreements

The Academy is committed to resolving disagreements between it, pupils and parents/ carers.

In carrying out of duties, the Academy will:

- Support early resolution of disagreements at the local level;
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.



The Academy's Complaints Policy published on the website details the procedure to be followed.

Publishing information

The Academy will publish information on its website about the implementation of the SEND Policy. The SEND information report is available on the website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Supporting Pupils and Families

If a pupil is performing below the expected level for his/her age and the Academy's intervention programmes have not helped the pupil to make sufficient progress, then the Academy will liaise with parents and approach the LA to ask for an EHC assessment.

The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.)

Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Promoting Mental Health and Wellbeing

The Academy will implement the necessary provisions to ensure that social, emotional and mental health wellbeing of pupils. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

A child psychologist will be available where a pupil requires such services. Where appropriate, the Academy will support parents in the management and development of their child. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The Academy will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour;
- Additional educational one-to-one support for the pupil;
- One-to-one therapeutic work with the pupil, delivered by mental health specialists;
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs;
- Providing professional mental health recommendations, e.g. regarding medication;
- Family support and/or therapy, upon the recommendation of mental health professionals.



The Academy will also consider whether disruptive behaviour is a manifestation of SEMH needs. The Academy will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Monitoring and Evaluation of SEN Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, student and colleagues views. The Academy undergoes an active process of continual review and improvement of provision for all pupils. The impact of provision will be reviewed termly and at data capture points, and the provisions adjusted as part of the colleges graduated response supporting students with SEN needs.

The Education Scrutiny Committee of the Trust has oversight of Trust's SEND provision. It receives reports from the Trust's SEND Coordinator and makes appropriate recommendations.

Training and Resources

The training needs of colleagues, including support colleagues, are regularly reviewed, and planned for so that all colleagues are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, colleagues access training and support from specialist teachers or therapists. All colleagues are actively encouraged to take advantage of training and development opportunities.

All teaching and support colleagues undertake induction training when taking up their post. This includes meeting with the SENCo to explain the systems and structures in place in relation to the Academy's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo regularly attends the LA's SENCo Forums in order to keep up to date with local and national updates in SEND. The SENCo also attends the Trust's SEND network to share good practice. The SENCo provides training on topics such as:

- The role of the TA;
- Planning interventions;
- Assessment and monitoring;
- Individual training on student's SEN Support plans and EHC Plans;
- Teaching strategies.

Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that colleagues are given.

Managing Information

The Academy follows the Trust's policies on data protection and the management and retention of documents.

Complaints

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of an SEND nature should be made to the SENCo.



Reviewing the Policy

The policy is reviewed annually with the Trust and the Academy.

February 2019 BBL

September 2019 BBL

November 2019 BBL

EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Appendix 1

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an Accessibility Plan. The Accessibility Plan represents the school's current approach to meeting the requirements of The SEN and Disability Act 2001 and The Equality Act 2010. Reference: Academy Accessibility Plan. The Academy uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support (except for those wearing glasses).

The Academy promotes accessibility for SEND pupils as detailed below. This in turn ensures that SEND pupils are able to participate in activities with non-SEND pupils:

How disabled pupils' ability to participate in the curriculum is increased:

The academy's Special Educational Needs Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs including the provision of any necessary auxiliary aids. Working alongside the Local Authority and Educational Psychology Service, the SENCo team manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The Academy works closely with specialist services including:

- English as an Additional Language Service
- Educational psychology Service
- Occupational therapists and physiotherapists
- Speech & Language Therapy
- Sensory Support Service
- East Sussex Behaviour and Attendance Service
- CLASS, Communication Language and Autism Support Service

How the physical environment for disabled pupils to better take advantage of the education, benefits, facilities and services at the Academy is improved:

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school.

Rye College's Accessibility Plan can be referred to on the website.



How the availability of accessible information to disabled pupils is improved:

Colleagues are aware of the services available through the Local Authority for converting written information into alternative formats. Pupils will also have access to the necessary auxiliary aids to promote accessibility.

Admissions

The Academy adheres to the School Admissions Code when consulting and determining its admission arrangements giving priority to children looked after and previously looked after children and does not discriminate against applicants with special needs or disabilities.

The Academy also adheres to the Admissions Code by:

- Not refusing admission for a child that has named the Academy in their EHC plan;
- Considering applications from parents of children who have SEND but do not have an EHC plan;
- Not refusing admission for a child who has SEND but does not have an EHC plan because the Academy does not feel able to cater for those needs;
- Not refusing admission for a child who does not have an EHC plan;
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

For further details, please see the Academy's determined admission arrangements.

All applications for admission must be made in accordance with the LA's coordinated admission process. Where the Academy is the named school on a statement of educational need or an EHC Plan, the admission process is handled by the LA's SEN team and the application is made independent of the coordinated process.

The Academy is able to provide educational and physical access as detailed in the Academy Accessibility Plan. Prior to admission, parents, carers and children are encouraged to voice any concerns about into school.

Access Arrangements for Examinations

Pupils who automatically qualify for additional time:

A pupil is automatically entitled to additional time if they:

- have a statement of special educational needs or an Education Health and Care Plan (EHCP);
- Use of Braille or modified large print (MLP) versions of the tests.

Pupils with an EHCP or statement of special educational may be entitled to up to 25% additional time. The allowances for specific examination should be ascertained by reference to the SENCo and where appropriate the exams officer.

Additional time

Additional time may also be appropriate for other pupils with educational needs and this should be ascertained with reference to the SENCo and where appropriate the exams officer.



Anti-Bullying

The Academy is committed to equal opportunities and the right to all pupils to learn and work in a safe happy Christian environment. The Academy will not tolerate bullying in any form. Further details are found in the Academy's anti-bullying policy.

Child Looked After

Pupils at the Academy who are being accommodated or who have been taken into care by the LA are legally defined as being 'looked after' by the LA.

The Academy recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. The Academy has a designated member of colleagues for coordinating the support for Children Looked After. Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND is fully understood by relevant school colleagues.

Child Protection and Safeguarding

The Academy is committed to safeguarding and promoting the welfare of all pupils. Each pupil's welfare is of paramount importance and it is recognised that some pupils may be particularly vulnerable or at risk. The Academy recognises that pupils who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Academy recognises that some pupils who are experiencing difficulties may harm others physically or emotionally. The Academy will always take a considered and sensitive approach in such situations to ensure the support for all pupils. For further details of the please see the Academy's Child Protection Policy. This often involves close working between social services, the police, health agencies and education welfare.

English Additional Language (EAL)

The Academy gives particular care to the identification and assessment of the SEND of pupils whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the Academy will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The Academy appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The Academy will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

Meeting Medical Needs and Long Term Medical Needs

There is no legal or contractual duty on colleagues to administer medicine or supervise a pupil taking it. However, some colleagues at the Academy have specific duties to provide medical assistance as part of their role. In an emergency, swift action must be taken by any member of colleagues to assist any pupil. Teachers and colleagues members have a common law duty of care to act like any



reasonably prudent parent. This duty also extends to colleagues leading activities taking place off-site such as trips or visits.

The administration of medicines is managed in accordance with the Academy's policy together with the first aid policy. These policies put into place effective management systems and arrangements to support pupils with medical needs and to provide clear guidance for colleagues and parents/carers on the administration of medicines so that all children with a medical requirement can be cared for while in the Academy.

Children with medical needs have the same rights of admission to school as other children, and cannot generally be excluded from school for medical reasons. Occasionally, a pupil's presence on the Academy site may represent a serious risk to the health or safety of other pupils, or school colleagues, and the head teacher may send the pupil home that day after consultation with the parents. This is not exclusion and may only be done for medical reasons.

The Academy recognises that pupils with long term medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the Academy will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs as well as their special educational provision. In doing so, the Academy follows the SEND Code of Practice 0 – 25 (2014).

The Academy must have sufficient information about the medical condition of any pupil with long term medical needs. If a pupil's medical needs are inadequately supported this can have a significant impact on their academic attainment and possible lead to emotional or behavioural problems. Therefore, the Academy needs to know about medical needs BEFORE a pupil starts school. For pupils who attend hospital appointments on a regular basis, special arrangements may be necessary. The Academy may have to draw up a healthcare plan involving parents and healthcare professions.

Other agencies involved to support families/students

The Academy is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible. The Academy will work closely with local education, health and social care services to ensure pupils get the right support.

The Academy assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The Academy will draw on the wide range of local data-sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data;
- Prevalence data for different kinds of SEND among children and young people at the national level;



- Numbers of local children with EHC plans and their main needs;
- The numbers and types of settings locally that work with or educate pupils with SEND;
- An analysis of local challenges/sources of health inequalities.
- The trust's Data Protection Policy will be adhered to at all times.

The Academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND;
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The Academy liaises closely with a wide range of other colleagues and works with them as they provide therapy within the Academy.

The Academy refers and liaises regularly with the following services:

- The Educational Psychologist;
- The Educational Welfare Officer;
- The Speech and Language service;
- Occupational therapy service;
- Physiotherapy service;
- Visually and hearing impaired support service;
- CLASS, Communication Language and Autism Support Service;
- Social Care.

The Academy will co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Partnership with Parents and Carer

Arrangements for including parents and carers of pupils with SEND follow the procedures outlined in this policy:

- Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon;
- Parents and carers are kept informed, both formally and informally and encouraged to discuss any concerns regarding their children. Initially this should be done through the relevant teacher followed, if necessary, by the SENCo. Interpreters can be arranged for those parents and carers who require it;
- Parents will always be formally notified when the Academy provides their child with SEND support.
- Updated SEND plans/EHC plans to be sent to parents and carers at least once a year;
- The Academy's website will include the following information:
 - The SEND policy;



- The SEND Information Report;
 - Details of how to access the LA's local offer (<https://czone.eastsussex.gov.uk/inclusion-and-send/>);
 - Details of how to access Amaze SENDIASS (the Special Educational Needs and Disability Information, Advice and Support Service for East Sussex) (<https://amazesussex.org.uk/parent-carers/services-and-support/sendias-helpline/>).
- Decisions on whether the Academy will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved;
 - Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway;
 - The planning that the Academy implements will help parents and pupils with SEND express their needs, wishes and goals, and will:
 - Focus on the pupil as an individual, not allowing their SEND to become a label;
 - Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon;
 - Highlight the pupil's strengths and capabilities;
 - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
 - Tailor support to the needs of the individual;
 - Organise assessments to minimise demands on families;
 - Bring together relevant professionals to discuss and agree together the overall approach.
 - The class teacher, supported by the SENCO, will meet with pupils, and their parents during the course of the academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Positive Handling and the Use of Reasonable Force

At the Academy, restraint should be an act of care and control, not punishment. The Academy does not advocate the physical restraint of pupils, the underlying principal in this policy is to maintain an ethos where it should not be necessary. Only in exceptional circumstances should physical intervention be used. The use of positive handling is only used when there is imminent threat, danger or when absolutely necessary. In such circumstances the Trust's Positive Handling Policy is followed.

Promoting Social, Emotional and Mental Well-being

Pupils need to feel valued, confident and secure to make maximum progress in their learning and reach their full potential. Therefore, the Academy is committed to promoting the social, emotional and mental well-being for pupils. This is achieved through a range of support systems which create safe and inclusive environments, teach social and emotional learning, and build capacity to self-promote mental health. These include:

- Conflict resolution and social skills through the Hub;
- Multi-agency approach;
- Social and communication advice;
- Speech and language therapy;
- EAL service;
- Family support;
- Counselling (Ms Hannah derby – Place2B);



- 'My Time' group, support for anxiety;
- Dragonflies – support for bereavement;
- School nurse service.

Sporting Activities

Most pupils with medical conditions can participate in extra-curricular sport or in the PE curriculum. For many pupils' physical activity can benefit their overall social, mental and physical health. Any restrictions on a pupil's ability to participate in Physical Education should be included in their health care plan or their SEND records.

Transition Arrangements (between classes, key stages, schools, post-16)

- Information is shared between teachers prior to year or key stage transfer at the Academy;
- SEN records including details of EHC plans are transferred to new schools following agreed procedures and SENCo from the new school often attends a final review meeting;
- There are opportunities for all pupils to visit their prospective secondary school and representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase;
- The pupil's SEND records or EHC plan will be reviewed shortly before transfer to a new school and amended if appropriate.

Trips and Visits

Where safety permits, pupils with medical needs will be encouraged to participate in school trips and visits. Colleagues supervising excursions will be made aware of any medical needs and relevant emergency procedures.



Appendix 2

Role of the Teaching Assistant

Relationship:

- A good TA will have a professional relationship with the students in line with the Academy's behaviour policy and the classroom teacher's expectations.

Time Keeping:

- A good TA will arrive at the classroom before, or with, the learners ready for the lesson.
- A good TA will be present and active in every lesson.

Fully Prepared:

- A good TA will help to calm the class and prepare them for their learning.
- A good TA will have the Educational Support Plans of each learner fully annotated and in mind for the lesson ahead.
- A good TA has the medium plans for all their lessons.
- A good TA comes prepared with the lesson objective in mind.
- A good TA arrives at the lesson with the TA pack and any other materials necessary for the lesson.
- A good TA makes sure that any power point is printed off by the teacher and ready to hand to specific learners.
- A good TA will have all materials to aid those with dyslexia and Moderate Learning Difficulties and allow them to access their curriculum.
- A good TA will take an afternoon a term to plan ahead and fill out all comment sheets on the TS and learners with Education, Health and Care Plans.
- A good TA will "work the room" and make sure that learning is taking place.
- A good TA will take small targeted groups either in the lesson or to another room for a more personalised learning experience still in line with the lesson objectives.

Maintaining Learning Areas:

- A good TA makes sure equipment trays are full.
- A good TA coordinates with the administrator for the renewal of supplies.
- A good TA will maintain displays in the room.
- A good TA provides a scaffold which can assist the student to progress to the next stage of their learning, and not a 'crutch' which only provides temporary access.