

Staffordshire University Academy		Academy Policy Document			
Approved by:	LAC	Issue date:	Sept 2024	Review date:	Sept 2025
Policy Title:	SEN policy and information report				
Policy Owner:	Assistant Principal	Page 1 of 15			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input type="checkbox"/>	LAC <input checked="" type="checkbox"/>	Parents <input type="checkbox"/>	

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our academy will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

SEN provision at SUA looks to support the individual needs of our students whilst also developing their resilience, self-confidence and social skills. We believe all children, regardless of their need, are entitled to the best education and the broadest range of opportunities. No child's needs are left unsupported and our SEN provision, delivered by all staff but with ownership within the Student Support Team, is supported by our strong pastoral system.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out academy's responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and academy's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the academy's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out our academy's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out our academy's obligation to admit all students whose education, health and care (EHC) plan names the academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 3. Inclusion and equal opportunities

In our academy we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that students with SEND are included in all aspects of our academy life.

## 4. Definitions

### 4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The academy will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviours, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO is Leanne Sinclair, Director of Teaching and Learning [senco@suacademy.co.uk](mailto:senco@suacademy.co.uk)

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all students with SEN up to date

## 5.2 The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the academy

## 5.3 The Principal

The Principal will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENCO and academy governors to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Work with the SEND team to advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## 5.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is scaffolded to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review and update each student's progress and development
- Ensuring they follow this SEND policy and the SEN information report

➤ Communicating with parents to:

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the academy
- Listen to the parents' concerns and agree their aspirations for the pupil

## 5.5 Parents or carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Given the opportunity to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside academy and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The academy will consider the views of the parent or carer in any decisions made about the pupil

## 5.6 The students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible

## 6. SEN information report

### 6.1 What type of SEN does the academy provide for?

Our academy currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties

<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 6.2. Which staff will support my child, and what training have they had?

Our SENCO is Leanne Sinclair, she has been in role since April 2022 and has completing the NASENCo with Birmingham University. To contact our SENCO with any enquiries please email [Senco@suacademy.co.uk](mailto:Senco@suacademy.co.uk)

We have a Senior Assistant SENCO, Assistant SENCO and seven Student Support Officers who are trained to deliver SEN provision

We have an in-house arrangement assessor, who completes the testing for students who might needs additional support during their examinations

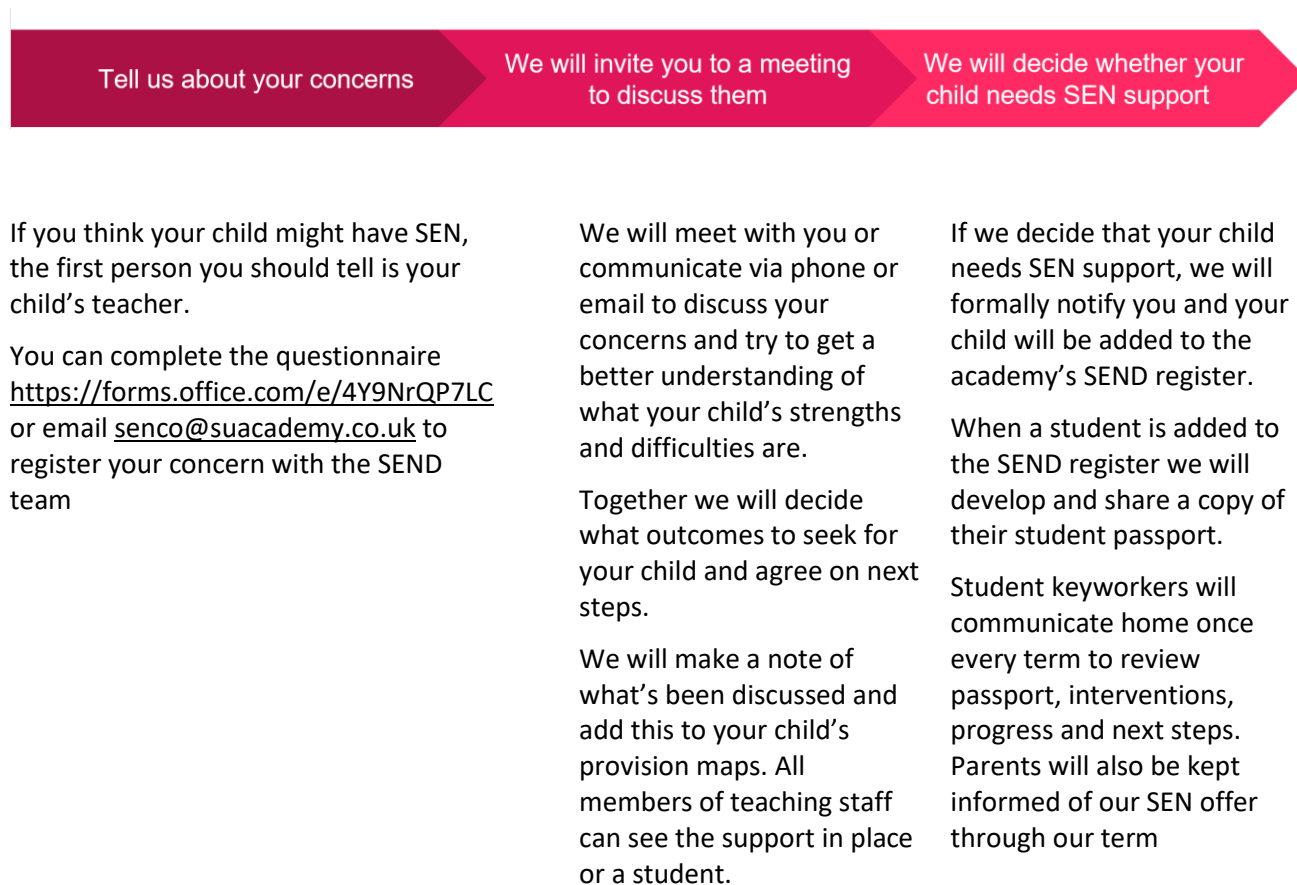
In the last academic year, staff have been trained in school counselling, drawing talking therapy, Lego therapy and a range of literacy interventions. All members of staff received training on autism awareness delivered by the Autism Inclusion Team (AIT)

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Counselling services through MIND.

### 6.3 What should I do if I think my child has SEN?



### 6.4 How will the academy know if my child needs SEN support?

We will assess each student's skills and progress through regular assessment for learning and scheduled data capture windows through the academic year, which will build on previous settings and key stages information, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.



Where a teacher identifies any of the above, a student support referral form is completed outlining which high quality teaching strategies have been utilised prior to the referral and outlining what the concerns are.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teaching staff, parents and students can raise concerns regarding SEN needs, this can be done verbally or via an online form or [senco@suacademy.co.uk](mailto:senco@suacademy.co.uk)

Parent online form- <https://forms.office.com/e/4Y9NrQP7LC>

Student online form- <https://forms.office.com/e/0tPZNPx286>

Staff online form- <https://forms.office.com/e/ZS31kS9WCM>

## **6.5 How will I be involved in decisions made about my child's education?**

We will provide reports on your child's progress

Your child's class teacher/ form teacher/ keyworker will meet with you during parents' evenings and/or communication via phone and email to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact [senco@suacademy.co.uk](mailto:senco@suacademy.co.uk)

## **6.6. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### **6.7 How will the academy measure my child's progress?**

We monitor the progress of all interventions on provision maps to measure the impact of the interventions.

Where needed we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENCO, curriculum leaders and pastoral team carry out a clear analysis of the student's needs. This will draw on:

- GL standardised assessments
- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the use of student passports and direct communication. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **6.8 How will the academy adapt its teaching for my child?**

We have an ambitious curriculum which aims to secure the best life chances for all of our students.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be scaffolded for individual students.

We will also provide the following interventions:

- Literacy interventions including Lexia, Lexonik Leap, Lexonik Advance, Core 5, Rhino readers, Beat dyslexia
- Numeracy interventions including maths booster and maths whizz
- Mental health interventions such as mentoring, counselling, drawing talking therapy and self-help workshops
- Social interventions including circle of friends, bounce forward, comic strip conversations, post-14 personal development and Lego therapy

We make the following adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, additional support resources, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking content etc.

Additional support for learning

We have seven student support officers who are trained to deliver interventions such as those identified

Student support officers will support students on a 1:1 basis or in small groups when specified in their education, health and care plan

Student support officers will support students in small groups when they are completing planned interventions or require additional support in their lessons

Student support officers and assistant SENCOs' are keyworkers to SEND students in addition to our form tutor first approach

Our assistant SENCOs' work closely with students on a 1:1 basis, completing SEND testing and 1:1 intervention to support as well as build resilience and understanding.

We work with the following agencies to provide support for students with SEN:

- Autism Inclusion Team
- Educational Psychologist
- Family Support Team
- SALT
- Education Welfare Office
- Hearing Inclusion Team

## **6.9 How will the academy resources be secured for my child?**

The equipment and facilities required is driven by the individual needs of our students. Through the academy budget, we provide a wide range of equipment to support children with SEN including, but not limited to:

- Laptops to support with written work
- Adapted chairs
- A fully accessible site, including a lift, disabled toilet facilities and hand rails
- A wide range of manipulatives to support children with their learning needs, as well as mental health and behavioural needs

## **6.10 How will the academy evaluate whether the support in place is helping my child?**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after a completed cycle
- Using student voice questionnaires
- Conducting SEND focus typicality in lessons
- Conducting developmental typicality of SSOs
- Monitoring by the SENCO and other members of the senior leadership team
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

#### **6.11 How will the academy make sure my child is included in activities alongside Students who don't have SEN?**

All of our extra-curricular activities and academy visits are available to all our students, including our before and after school clubs.

All students are encouraged to go on our residential trip(s) to New York/ Paris.

All students are encouraged to take part in sports day/academy shows.

No student is ever excluded from taking part in these activities because of their SEN or disability.

All students are given the opportunity to run for election to be part of the academy council.

All student panels include a group of student representative of the academy population, including those with SEN.

#### **6.12 How does the academy make sure the admissions process is fair for students with SEN or a disability?**

Students with disabilities and SEN are offered additional transition before joining the academy including a tour of the building focusing on how they can access different areas, meeting and greeting our student support and the development of a student passport that is a collaborative process, collecting student and parent voice suggesting how best we can support. Where required, students are issued with a lift pass.

All areas of the academy building are accessible for students with disabilities, as outlined in our accessibility plan which can be found [here](#).

#### **6.13 How will the academy support my child's mental health, and emotional and social development?**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the academy council or be form representatives
- Students with SEN are also encouraged to attend the SEND club at break/lunch to promote teamwork/building friendships
- Pastoral leaders work closely with the SEND team and inclusion team and meet weekly to discuss individual students, their needs and how they are best supported
- We have a range of interventions to support students with understanding their emotions; 5 zones of regulation, Anxiety gremlin, Anger gremlin, think good feel good and bounce forward.
- We have onsite counselling which is provided by the service MIND <https://www.mind.org.uk/> .

We have a zero-tolerance approach to bullying.

#### **6.14 What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

##### Moving between primary and secondary school

The SENCO of the primary school meets with our SENCO team to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

##### Moving in to adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society

#### **6.15 What support is in place for looked-after and previously looked-after children with SEN?**

Our designated teacher is Leanne Sinclair who is also the SENCO in our academy and will work all teachers in their understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

#### **6.16 Complaints about SEN provision**

Complaints about SEN provision in our academy should be made to the SENCO in the first instance. They will then be referred to the academy's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### 6.17 Contact details of support services for parents of students with SEN

Families of children with SEN can seek support, advice and guidance through the academy, or by contacting SENDIASS who provide free, impartial, confidential advice and support around Education, Health and Social Care, information on which can be found here <https://www.staffs-iass.org/home.aspx>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

### 6.18 Contact details for raising concerns

Parents who have concerns regarding their children, or the provision for them, should in the first instance contact their form tutor. Alternatively, the following members of the wider leadership team can also be contacted:

Lauren White – Head of Key Stage 3 [lwhite@suacademy.co.uk](mailto:lwhite@suacademy.co.uk)

Dale Roberts – Head of Key Stage 4 [droberts@suacademy.co.uk](mailto:droberts@suacademy.co.uk)

The academy can also be contacted through [info@suacademy.co.uk](mailto:info@suacademy.co.uk) and their query will be forwarded to the appropriate person or team.

### 6.19 The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

## 7. Monitoring arrangements

This policy and information report will be reviewed by the Local Academy Council **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Academy Council.

## 8. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy

➤ Complaints policy