



SEND POLICY

Including the Fair Assessment Policy

November 2020

Name of policy or procedure	SEND Policy including the Fair Assessment Policy
Staff/student group to whom it applies	All staff, students, visitors to the school and governing body
Distribution/how to access	Via staff area and website
First Issue date	February 2016
Last review date/who reviewed	November 2020 – E Ruddock SENDCo
Next review date/who to review	September 2021 – (SENDCo)
Approved by/date	Adopted by the full governing body at their meeting on 1 February 2021
SLG responsibility	Vice Principal (Behaviour & Safety)
Contact for further information	Vice Principal (Behaviour & Safety)

Chantry Academy

Equality Impact Assessment Tool

To be completed and attached to any procedural document when submitted for consideration and approval.

Name of Policy: **SEND Policy**

		Yes/No	Comments
1.	Does the policy/guidance affect one group less or more favourably than another on the basis of:	No	
	Race or ethnicity		
	Disability		
	Gender		
	Religion or belief		
	Sexual orientation		
	Age		
2.	Is there any evidence that some groups are affected differently?	No	
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	No	
4.	Is the impact of the policy/guidance likely to be negative?	No	
5.	If so, can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		

Chantry Academy

Special Educational Needs and Fair Assessment Policy

Special Educational Needs

Ethos Statement

Chantry Academy is an inclusive school in which all students are valued regardless of their learning group. All students in the Academy have access to the same learning and social development opportunities, and necessary adaptations will be made in order for this to be facilitated.

Introduction

The academy follows the 0-25 SEND Code of Practice (2014) and uses the same definition of special educational needs i.e.

- A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

Amongst other legislation and guidelines, recommendations and school policies, the requirements of Special Educational Needs and Disability Regulations 2014 and the Equality Act of 2010 are adhered to.

The academy recognises that provision for students with special educational needs is the responsibility of the whole academy. All teachers are teachers of students with special educational needs and therefore **Quality First Teaching** is fundamental to meet these needs.

The implementation of the special needs policy at Chantry Academy is the responsibility of the whole academy under the direction of **Mr K Greenwood**, the Vice Principal (Inclusion) and Designated Safeguarding Lead, **Miss Emily Ruddock**, the SEND Coordinator (SENDCO). **Miss R Mitchell**, the Assistant SENDCO alongside Mrs K Rice (Family & Alternate Designated Safeguarding Lead) and a range of support assistants.

All the aforementioned staff can be contacted via the main academy office using telephone 01473 687181 or email admin@chantryacademy.org.

SEND Provision

Chantry Academy has an inclusive philosophy and a broad SEND provision. You can attend Chantry Academy if you live in the area irrespective of disability and/or special educational need. For young people who are from other areas and neighbouring Local Authorities an individual discussion is advised.

Admission arrangements follow Suffolk LA Policy – individual cases are encouraged to arrange an individual meeting with Chantry Academy SENDCO by calling 01473 687181 or e-mail ERuddock@chantryacademy.org

Chantry Academy is inclusive also with regard to physical disabilities. Adjustments are made as necessary to meet individual needs of students. Currently, these include:

- Use of the lift to access the different floors in the building, including the lift to the playground.
- Physiotherapy interventions put in place as directed.
- Part-time timetables if necessary
- Support in personal care, including an adapted disabled toilet
- Specialised training including tube feeding and manual handling
- In-class support that meets the learning needs of the student as well as his/her physical needs.

Aims

The Special Educational Needs Policy of the academy reflects the principles of the 0-25 SEND Code of Practice (2014). These aims will be reviewed when the SEND Code of Practice is reviewed in 2020.

The aims of this special educational needs policy are to:

- Ensure the Equality Act duties for students with disabilities are met; including the adherence to an accessibility plan in accordance with paragraph 3, section 10 of this act.
- To enable students with special educational needs to have their needs met;
- To take into account the views of the students with special educational needs;
- To encourage good communication with parents and carers of children with special educational needs;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs and disabilities.
- To ensure that students with disabilities are not treated less favourably than other students while not giving an unfair advantage.
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- To implement a graduated approach to meeting the needs of students using the **Assess, Plan, Do, Review** process.

Assess - Identification of Students with Special Educational Needs

Students will be included on the SEND register if needs are identified in the following areas.

- ▶ Communication and Interaction
- ▶ Cognition and Learning
- ▶ Social, Mental and Emotional Health
- ▶ Sensory and/or Physical

They will be registered as **SEND Support** or as a student with an Education, Health and Care Plan (**EHCP**).

Behavioural difficulties do not necessarily mean that a student has SEND and will not automatically lead to them being registered as such. Students who present with challenging behaviour may have unidentified SEND and the academy will endeavour to identify these in appropriate ways.

The academy identifies students with special educational needs prior to their entry, as quickly as possible after their entry or as needs are identified during their school career. This is carried out in the following ways:

1. Through information gained during visits by the SENDCo, Key Stage Three pastoral team and Mrs K Rice (Family & Safeguarding Leader) to the primary feeder schools prior to transfer.
2. Using primary school records and Key Stage 2 assessment data.
3. Information from parents or agencies working with a particular child or family (e.g. health professionals, social care, youth support).
4. All students with SEND are screened as close as possible to the beginning of year 7 for their reading, spelling and receptive language abilities.
5. In the case of students who enter the academy after the beginning of Year 7 - through previous school records and the results of screening tests taken after entry.
6. Through diagnostic tests administered by the SENDCo or learning support team.
7. Using departmental assessments against external achievement criteria.
8. When concerns are raised by parents, carers or staff these are investigated either by other internal tests (e.g. Dyslexic tendency testing, cognitive ability testing) or by consultation with an Educational Psychologist, Advisory Teacher or other external agencies such as CAMHS. Referrals are arranged by the SENDCo or other relevant staff.

Information on students with special educational needs is disseminated to staff and departments by the SENDCo by email. Information is also accessible on the Staff Shared Drive and on SIMS and is updated regularly.

More detailed information of students with special educational needs are kept in the SEND department area and are available to academy staff on request.

Plan - Implementation

Mr K Greenwood and Miss E Ruddock take the lead in implementing the SEND policy and work closely with other colleagues to plan appropriate means of meeting the needs of students with SEND.

Staff responsible for implementing the SEND policy include Miss E Ruddock (SENDCo), Miss R Mitchell (Assistant SENDCo), Mrs K Rice (Family & Safeguarding Leader) and a range of support assistants who focus on the various needs of students at the academy.

The role of the SEND Coordinator is to:

1. Oversee the day to day operation of the academy's SEND policy.
2. Monitor the effectiveness of the policy.
3. Liaise with and advise fellow teachers on how best to meet the needs of students with SEND.
4. Manage the learning support team.
5. Co-ordinate the SEND register and the provision for students with special educational needs.
6. Oversee the records of all students with special educational needs and disabilities.
7. Oversee the SEND High Needs funding by collecting and assessing information of children with special educational needs.
8. Contribute to the in-service training of staff.

9. Liaise with external agencies including the educational psychology services and specialist teachers.
10. Liaise with pastoral, safeguarding and achievement staff in regular panel meetings in which the programmes and needs of students can be decided.
11. Visit primary feeder schools to ascertain the special educational needs of incoming students.
12. Oversee screening tests to all new students and disseminate the results to staff as appropriate.
13. Coordinate the use of diagnostic tests as required.
14. Lead Annual Reviews of students with an Education, Health and Social Care Plan (EHCP).
15. Represent the interests of students with special educational needs at relevant meetings in the academy and outside school.
16. Monitor the holistic progress of all students on the SEND register, analysing this data to put in interventions and support, as necessary.
17. To conduct exam Access Arrangement testing for identified students, apply for these arrangements as appropriate and monitor the use of these arrangements, ensuring that approved access arrangements are put in place for internal school tests, mock examinations and examinations.
18. To maintain familiarity of the JCQ regulations for 'Access Arrangements and Reasonable Adjustments' as well as the ICE instructions, taking part in annual update training.
19. To support the Exams Officer in ensuring that exams are conducted in a fair manner, following the regulations stipulated by JCQ.
20. To support the work of other SENDCos in the ALT, taking part in hub meetings and trust conferences.

The role of the assistant SEND Coordinator is to:

To support the SENDCo to:

1. Oversee the day to day operation of the academy's SEND policy.
2. Monitor the effectiveness of the policy.
3. Liaise with and advise fellow teachers on how best to meet the needs of students with SEND.
4. Manage the learning support team.
5. Co-ordinate the SEND register and the provision for students with special educational needs.
6. Oversee the records of all students with special educational needs and disabilities.
7. Oversee the SEND High Tariff Needs funding by collecting and assessing information of children with special educational needs.
8. Contribute to the in-service training of staff.
9. Liaise with external agencies including the educational psychology services and advisory teachers.
10. Liaise with pastoral, safeguarding and achievement staff in regular panel meetings in which the programmes and needs of students can be decided.
11. Visit primary feeder schools to ascertain the special educational needs of incoming students.
12. Oversee screening tests to all new students and disseminate the results to staff as appropriate.
13. Coordinate the use of diagnostic tests as required.
14. Lead Annual Reviews of students with an Education, Health and Social Care Plan (EHCP).

15. Represent the interests of students with special educational needs at relevant meetings in the academy and outside school.
16. Monitor the holistic progress of all students on the SEND register, analysing this data to put in interventions and support as necessary.

The role of SEND Staff is to:

1. Assist the SENDCo with the implementation of the 0-25 SEND Code of Practice.
2. Support students with EHCPs as directed by the SENDCo and in accordance with the additional provision identified in the EHCP.
3. Support students on the SEND register as directed by the SENDCo.
4. Liaise with subject staff and year group teams to share key information about the individual needs of students and to plan appropriate provision.
5. Coordinate, monitor and recommend amendments to One Page Profiles as appropriate.
6. Undertake cognitive testing under the direction of the SENDCo.
7. To attend SEND drop-in sessions every half term in order to meet with parents and carers of pupils with SEND.
8. To contribute to assessments, meetings and reviews of pupils with SEND as requested by the SENDCo.
9. For Grade D LSAs – to lead interventions such as Dyslexia support, Catch-Up Literacy, Catch-Up Numeracy and Nurture, identifying students, keeping records and resourcing materials.

The role of the Head of Subject is to:

1. Ensure that the curriculum, schemes of work, lesson plans, homework and group placement meet the needs of students with SEND.
2. Ensure their subject is delivered using appropriate differentiation and Quality First Teaching in order to maximise the achievement of all students including those with special educational needs.
3. Liaise with the SENDCo and relevant staff in order to make sure that schemes of work have content and strategies to help students learn as effectively as possible.
4. Ensure all members of the department are accessing and using information about students with special educational needs.
5. Ensure that strategies for students with SEND as determined by the SENDCo are implemented and monitored.
6. Ensure concerns about the individual needs of any student are referred to Panel via the appropriate Vice Principal.

The role of the subject teacher/tutor is to:

1. Have an in-depth knowledge of students identified as having special educational needs and refer to all information (including but not limited to One Page Profiles) as necessary and use appropriate strategies and targets to plan lessons in line with the relevant scheme of work.
2. Have high aspirations for every student. Set clear progress targets and be clear about how the full range of resources is going to help reach them.
3. Be responsible for meeting special educational needs of those in their class - use differentiation and Quality First Teaching in order to maximise the achievement of students with special educational needs.
4. Use the SENDCo and other relevant staff strategically to support the quality of teaching.
5. Monitor and feed back to Heads of Subject on the needs of individual students.

6. Support the planning of One Page Profiles and EHCPs by advising on strategies and appropriate methods of access to the curriculum for their subject.
7. Contribute to the reviews of students with SEND by providing information of student progress for their subject when requested.
8. Focus on outcomes for the child: be clear about the outcome wanted from any SEND support and ensure that time is given to contract appropriately with any class-based support.

The role of the Pastoral team is to:

1. Liaise with the SENDCo and relevant staff to help identify students needing SEN Support.
2. Act as Individual Links to support specified students identified as having Social, Mental and Emotional Health needs as appropriate by advising suitable strategies/techniques.
3. Ensure tutors are accessing, using and recording the information about the students with SEND in their tutor groups and that relevant information is passed on when there is a change of tutor.
4. Ensure that the SENDCo and relevant staff are informed about all concerns relating to students with SEND and consulted about any decisions affecting their provision.

Do – Provision for Students with SEND

Most SEND needs can be addressed in the classroom by subject teachers with **Quality First Teaching**.

All students will have individual goals to aim for in each subject.

For some students further interventions will need to be put in place. These will be personalised according to the needs of the student and may be either short or long term – there is no one size fits all.

Funding for SEND

Additional funds for supporting students with SEND are provided automatically to the school via the notional SEN needs block which is made up of a variety of grants including Pupil Premium.

Top-up funding can be applied for by the academy when the costs of meeting the needs of an individual student exceed that provided in the AWPU and notional funding.

The following provision and interventions are some of those used at Chantry Academy:

- ▶ Smaller supported teaching groups
- ▶ In-class support
- ▶ Dyslexia intervention
- ▶ Catch-Up Literacy
- ▶ Catch-Up Numeracy
- ▶ Lexia
- ▶ Speech and Language support
- ▶ CISS
- ▶ Nurture Groups
- ▶ Mentoring
- ▶ Individual Withdrawal Programmes

- ▶ Bespoke intervention
- ▶ Alternative curriculum or educational provision at other providers
- ▶ Learning Curve
- ▶ 1:1 mentors, counsellors, support workers
- ▶ Work with families

Other approaches are continually researched and implemented if deemed appropriate for meeting the needs of the individual.

Accessibility

- The school has a lift and all areas are accessible.
- There are disabled toilets on all floors. There is a larger toilet in the PE department that is equipped with a hoist, changing table and toilet frame.
- PEEPS are written for all students with mobility needs and are used in case of evacuation.
- Ski-pads are located in all refuge areas.

Links to other schools and education providers

- We are able to access outreach services from other special schools and other support services, such as CISS, Dyslexia Outreach and the Sensory specialist teachers.
- Our sponsor is Active Learning Trust.
- We are also able to apply for placements for students at Pupil Referral Units or Alternative Provision should they have specific needs that we are unable to meet at the academy. Dual placements may be considered in such cases.

Transition between phases of education and in year transfers

The academy acknowledges that the transfer from one school to another as well as from one year or class to another can be very challenging particularly for a student with SEND. For this reason we have dedicated staff and procedures to support this process:

- To assist with the transfer from Year 6 into Year 7 our pastoral team works alongside the SEND staff with identified students at their primary schools from the Summer term prior to transfer. This work includes a variety of activities designed to prepare students for the change, including tours of the school in small groups or individually and transition sessions.
- After transfer the pastoral team and LSAs continue to support students in lessons; via 1:1 conversations; and small group work up until February half-term in Year 7 or as is deemed necessary.
- In addition, our SENDCo and Family & Safeguarding Leader also visit the primary schools prior to transfer to ensure the necessary exchange of information about students and their needs.
- For students who join the school on a mid-year transfer, our Achievement Manager will meet the student and parent prior to transfer and will discuss with the SENDCo any specific needs that need to be addressed. Should the student transferring also have an EHCP then

the SENDCo also meets them prior to transfer to ensure that appropriate support is planned.

- For Year 11 students a program of support is organised by the Achievement Manager and Year Leader(s) including lunch-time drop-ins with post-16 providers, support with applications for courses, taster days and events at Suffolk New College and Suffolk One, Work Club, Industry Day and other IAG events. The Achievement Manager also liaises with Youth Support Workers from the integrated team who may also accompany students with SEN on visits or interviews to post-16 providers. Annual reviews for students in Year 11 with a EHCP also focus on next steps and the SENDCo ensures that a Youth Support Worker is invited to provide appropriate guidance.
- For Year 9 students who are choosing their options for GCSE courses support comes in the form of assemblies, information evenings and discussion with individual teaching staff. Students with SEND discuss the options process and potential choices with their Individual Link and/or the SENCO as well as having a 1:1 discussion with a member of the SLG. Again, if necessary, students with an EHCP will have a Youth Support Worker in attendance at their Annual Review in year 9 to ensure support for transition is discussed.
- Transition between other years and when class changes are deemed necessary is supported by the pastoral teams.

Review - Evaluation of the effectiveness of SEN Provision

The impact of the Special Educational Needs Policy is evaluated as follows:

1. Every student's group will be seen regularly by a member of SLG on a learning walk to monitor the quality of learning;
2. Regular feedback from in-class support to the SENDCo regarding student progress.
3. Regular meetings between the student and key LSAs to discuss progress towards personal targets and any issues.
4. Half-termly review of progress data for all students to identify any areas where progress is slower than expected, with interventions being put in place as necessary.
5. Meeting at Annual Reviews of students with an EHCP.
6. SEND drop-ins every half term for parents/carers of students with SEND.
7. Faculty Termly Review (FTR) meetings with the Director of Learning (Inclusion), relevant staff and link governor to evaluate the impact of SEND provision and the progress being made by students with SEND. This includes reports about specific interventions and assessments of the value they have added to individuals and groups.

Partnership with Parents and Carers

- The academy recognises that parents and carers play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and how they are being met.

- Parents who have concerns about the learning needs of their children, or about the provision their child is receiving are encouraged to contact the academy at any time via 01473 687181 or using email ERuddock@chantryacademy.org
- Parents wishing to see the SENDCo to discuss their child may make an appointment to do so at any mutually convenient time during the academic year.
- The SENDCo will ensure that parents are informed if their child is identified as needing SEN Support and agreement from parents is sought before a student is referred to an outside agency.
- Information and feedback resulting from a referral to an outside agency is shared with the parents.
- Parents are invited to Annual Reviews Meetings for students with an EHCP.
- A SEND drop in takes place alongside parents' evenings and all parents and carers are able to discuss concerns with LSAs. Information will be shared with the SENDCo and follow-up appointments may be made. Outside agencies may also attend these evenings.

Outside Agencies

- Outside agencies may be consulted for students identified as having SEND. These include but are not limited to the Educational Psychology service, the Behaviour Support Service/County Inclusive Resource (CISS), Youth Support Workers, Social Services, the specialist advisory teachers, CAMHS.
- Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs.
- Students with EHCPs may be monitored by outside agencies as appropriate.
- The SENDCo will request a statutory assessment by the LA if appropriate.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the academy engage in regular training sessions when Quality First Teaching is addressed.
- The Vice Principal (Inclusion), SENDCo and relevant staff provide regular CPD to other staff at the academy in specific aspects of meeting the needs of SEND students – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- The learning support team are engaged in an ongoing development whereby the role of support assistant is developed and shared with the wider staff.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff at the academy and some of the best training development occurs through professional dialogue with colleagues over the best ways of meeting the specific needs of a student.
- Relevant Staff including the SENDCo can make bids to the academy CPD budget when more specific and specialised CPD is required.

Fair Assessment Policy

Aims

The aim of this policy is to ensure that all learners at Chantry Academy have the same opportunity to achieve a qualification, so that no learner is disadvantaged on the basis of any attribute or circumstance, such as language, disability, race, sex, gender assignment, religion, beliefs or sexual orientation. We will endeavour to ensure that the assessment procedures are implemented in a way that is fair and non-discriminatory.

This policy will adhere to the guidance of the SEND Code of Practice of 2014, the Equalities Act of 2010, JCQ regulations and other relevant documentation and advice.

The purpose of this policy is to

- Make information and guidance on assessment clear, accurate and accessible to all staff, candidates and external examiners and other relevant third parties, thereby minimising the potential for inconsistency of marking practice or perceived lack of fairness.
- Ensure that all learners have the opportunity to achieve their full potential in the manner most appropriate to them and the situation.

How will this be achieved?

- Storage and access to information and guidance:
 1. This information, which includes an updated list of Access Arrangements and JCQ regulations regarding the use of such arrangements, is stored on the shared area in the school's network and is accessible to staff.
 2. Candidates and their parents/carers will be informed of their individual Access Arrangements and how such Arrangements will be conducted.
 3. A list of Access Arrangements will be available to relevant third parties, along with individual student folders. These will be kept in a locked cupboard which is accessible to specific members of staff.
- Policy:

This policy is accessible on the school website and is reviewed annually by the SENDCo, governors and head teacher in response to staff, students, outside organisations, JCQ regulations and other examining body guidelines.
- Assessment:

All assessment of work, whether internally or externally, will be carried out fairly and in keeping with the examining body's guidelines.

- **Access Arrangements:**
Students who are identified as potentially needing extra support will be assessed by the SENDCo. An application for Access Arrangements can be made online if appropriate, and support will be put in place to reflect the student's normal way of working. In order for this to happen, students will have to sign a Data Protection Notice giving consent for information relating to their Access Arrangement testing as well as personal details such as date of birth to be used online.

Roles and Responsibilities:

- The SENDCo is responsible for maintaining and updating this policy, conducting annual training for staff involved in Exam Access Support, such as scribing or reading, maintaining the list of students who qualify for Access Arrangements, applying online for Access Arrangements and updating staff, parents and carers about relevant support.
- The SENDCo will have a level 7 qualification in Exam Access Arrangement testing, and will therefore also be responsible for assessing students and completing a Form 8 (until then a trained assessor will complete this).
- Quality First Teaching in all classrooms, where all students' needs are addressed. Outcomes and tasks are adapted to accommodate different needs and learning styles,

Contact details for relevant SEND staff

Mr C D'Cunha – Executive Headteacher

Mr K Greenwood – Vice Principal (Inclusion), Designated Safeguarding Lead
kgreenwood@ChantryAcademy.org

Miss E Ruddock – SENDCo – NASENCo Award (2019)
eruddock@ChantryAcademy.org

Miss R Mitchell – Assistant SENDCo – NASENCo Award (2019)
rmitchell@ChantryAcademy.org

Mrs J Dowsing – Specialist Support Assistant – responsible for nurture
jdowsing@ChantryAcademy.org

Mrs C Seabrook – SEN Admin Assistant
cseabrook@chantryacademy.org