



RESPECT RESILIENCE TEAMWORK

Special Educational Needs and Disability (SEND) Policy

September 2023-2024

Approved by:

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Contents

1. Overview
2. Aims
3. Legislation supporting SEND
4. Definition of SEND
5. Roles and responsibilities within the Academy for SEND
6. SEND information report
7. Monitoring arrangements.

Overview

At Glade Academy, we welcome every child and family into our school, putting time and effort into building strong and robust relationships centred around meeting the needs of our children, and embracing individuality and diversity.

All children with special educational needs can make good progress if their needs are correctly identified and provided for with appropriate levels of resource.

Aims

Our SEN policy and SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in supporting pupils with SEND.
- Ensure that reasonable adjustments are made within the curriculum, environment and any printed or written information.
- Ensure that the needs of pupils who require “additional to and different from” provision are met.
- Through well-targeted professional development, staff will have a high level of expertise to support the needs of children with SEND.
- Support pupils with medical conditions to achieve full inclusion in all school activities.
- Work closely with the Local Authority and other agencies, to ensure there is a multi-professional approach to meet the needs of pupils with SEND.

Legislation supporting SEND

This policy is based on the following legislation: **Special Educational Needs and Disability (SEND) Code of Practice (2014)**, which explains the statutory duties of local authorities, health bodies, schools and colleges to provide for those with Special Educational Needs.

Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations (2014), which sets out school's responsibilities for education, health and care plans (EHC plans).

Supporting children at school with medical conditions (2015), which sets out schools' responsibilities to enable pupils with medical conditions to access all areas of the curriculum.

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning disability or difficulty if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age.
- Or
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

Special Education provision is educational provision that is **additional to or different from**, that made generally for other children of the same age.

Roles and responsibilities within the Academy for SEND

The school SENDCo is Mrs Fiona McCaghrey.

The SENCO will:

- Have day to day responsibility for the support given to pupils with SEN, including those with EHC plans.
- Provide guidance to teachers to ensure that all pupils with SEN receive appropriate support and high-quality teaching.
- Monitor the impact of the support given to each pupil.
- Ensure that every pupil has a pupil passport and, that targets for each pupil are SMART and monitor the impact of these targets.
- Ensure that parents are well informed about the support their child is receiving.
- Be the contact for external agencies who work and support pupils with SEND.
- Support pupils in transition in and out of our academy, ensuring all paperwork is up to date.
- Work with the Head Teacher to ensure that the SEN policy and SEND information report are accurate and adhered to.

The Academy Council member for SEN is Bill Smith

The Academy Council member will:

- Help raise awareness of SEN issues at Academy Council meetings.
- Monitor the effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Head Teacher and SENDCo to determine the development of SEN within the Academy.

The Head Teacher is Miss Tracey McCarthy.

The Head Teacher will:

- Work with the SENDCo to determine the development of the SEN provision within the Academy.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers:

All class teachers are responsible for:

- The progress made by pupils in their class.
- Working closely with all adults in their class to plan and measure the impact of support and interventions and ensuring the impact continues within classroom teaching.
- Ensure the work enables all children to achieve, through effective differentiation and challenge.

SEND Information Report

Our Academy SEND information report details how learners with SEND are supported within our Academy.

The annual SEND information report is part of the Suffolk Local Offer for Learners with Special Educational Needs and Disabilities.

Monitoring Arrangements

This policy and the SEND information report will be reviewed by Mrs Fiona McCaghrey every year. It will also be updated if any changes to the information are made during the year