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Company Registration Number: 10745840 (England and Wales)

Elements Academy

Special Educational Needs & Disability Policy (DRAFT)

September 2022

1	Summary	Special Educational Needs & Disability Policy			
2	Responsible person	Debbie Gamwell, SENDCo			
3	Accountable ELT member	Vicky Woodrow			
4	Applies to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	Rebecca Smith, Jayne Foster			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith			
	Ratifying committee(s) and date of final approval	Board of Trustees			
8	Version number	1.0			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust Website	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
				Academy Website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
				Staff Portal	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
10	Related documents (if applicable)	<input type="checkbox"/> Trustees <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
11	Disseminated to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
12	Date of implementation (when shared)	September 2022			
13	Date of next formal review				
14	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Date	Version	Action	Summary of changes

Contents

Section	Description	Page
1.	Aims	3
2.	Legislation and guidance	3
3.	Definitions	4
4.	Admissions	4
5.	Consultation	5
6.	Identification of Need	5
7.	Curriculum	5
8.	Monitoring and Review	6
9.	Transition	7
10.	Roles and Responsibilities	7
11.	Monitoring Arrangements	8
12.	Links with other Policies and Documents	8

Covid19 Update – Under the Coronavirus Act 2020, the DFE has made amendments to regulations and guidance which make some changes to the Special Educational Needs and Disability (SEND) framework arising from the Children & Families Act 2014 and the SEND Regulations 2014.

Please click [here](#) for more information.

1. Aims

Our SEND policy aims to:

- Set out how the academy will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Ethos Academy Trust is committed to creating nurturing inclusive learning communities. Ethos Academy Trust provides a continuum of provision from KS1- KS4 in order to support children with Special Educational Needs and Disabilities (SEND), specifically to those where social, emotional & mental health (SEMH) is identified as the primary need.

Elements Academy is a person-centred academy at the heart of its community and aims to deliver the very best educational experiences for pupils from KS2 – KS4. The academy provides a welcoming, caring, calm, safe and purposeful environment and that, within a nurturing ethos, stretches its pupils academically, supports them pastorally and develops them socially and emotionally, taking a needs-based approach. We explore and celebrate the qualities that make our pupils unique and believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

The academy draws upon the expertise of our specialist staff and wider partners to provide timely, graduated and personalised support, intervention and needs-based provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.

2. Legislation and guidance

This policy is based on the statutory **Special Educational Needs and Disability Code of Practice: 0-25 years**, the Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities;
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- **The Equality Act 2010**, is a law which protects from discrimination or unfair treatment on the basis of certain characteristics such as disability.
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs (Local Offer) Regulations 2014**
- **Special Educational Needs (Personal Budgets) Regulations 2014**
- **Special Education Needs and Disability (Detained Persons) Regulations 2015**

This policy also complies with our funding agreement and articles of association.

3. Definitions

The 2014 SEND Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

(SEND Code of Practice: 0 to 25 years – introduction xiii and xiv)

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. Admissions

Full guidance of admissions can be found within the academy's Admissions Policy.

Elements Academy is a special school academy. At full capacity, it will provide 135 places for children from Key Stage 2 to Key Stage 4 (7 – 16 years) with SEMH needs.

For a child to be admitted, the academy must be named, by a local authority, in the child's education health and care plan ('EHCP').

Prior to naming the school on a child's EHCP, the LA must consult with the academy over the admission of the individual child and carefully consider the academy's response, parental views and whether the academy is suitable for the child given their age, ability, aptitude and SEND and whether the admission would be incompatible with the provision of efficient education at the school or the efficient use of resources.

A local authority can also refer a child to the academy¹ to be assessed for an EHCP or, following a change in the child's circumstances, for their needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the SEND Code of Practice.

Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream academy if the local authority decides not to issue an EHCP.

5. Consultation

The SENDCo is responsible for completing consultation responses within the 15-day timeframe on behalf of the Head Teacher. The consultation process may involve conversations with parents/carers, current or previous schools, social care and other professionals. It may involve a visit to the child's current school to

assess their suitability for a placement. Parents wishing for their children to attend our provision should ask their local authority to name our academy in their child's EHCP.

6. Identification of need

The EHCP provides clear guidance around SEMH needs. Further assessment and screening may be undertaken for pupils, where this is required.

SEMH needs are wide ranging and complex, resulting in many different presentations. Pupils may become withdrawn, isolated or display challenging and disruptive behaviours as their way of communication. The academy supports pupils with a wide variety of conditions and co-conditions such as, but not exhaustive to:

- Attachment disorder
- Pervasive development delay (PDD), this embraces spectrum conditions such as ASC, ADD, ADHD as well as Persistent Demand Avoidance (PDA) and Obsessive-Compulsive Disorder (OCD)
- Anxiety conditions including social anxiety
- Self-harm and substance misuse
- Post-Traumatic Stress Disorder (PTSD)
- Bereavement and loss

7. Curriculum

The academy's inclusive curriculum is designed within 4 key themes:

Nurture

Children and young people are supported to develop an increased self-awareness and are able to form and sustain appropriate and positive relationships. The curriculum is underpinned by the six principles of nurture.

1. Children's learning is understood developmentally;
2. The classroom offers a safe base and effective learning can only be made when the environment is tailored to pupil need;
3. The importance of nurture for the development of wellbeing;
4. Language is a vital means of communication;
5. All behaviour is communication;
6. The importance of transition in children's lives.

The high quality, nurturing support and guidance provided consistently by all staff enables pupils' personal growth, supporting children and young people to develop the ability to self-regulate, grow in confidence and increasingly thrive, becoming empowered to make informed choices that enable them to engage positively in school and life beyond.

Preparation for Working Life

The academy places a very high value on literacy and oracy as they are recognised as key vehicles through which the whole curriculum is accessed. By acquiring strong literacy and oracy skills, children and

young people are supported to secure accelerated progress across the curriculum. The academy's curriculum offer is broad and balanced, with flexibility built in to ensure that all pupils' needs can be effectively met. Careers education is a focus throughout all key stages to ignite aspiration.

Partnerships

Children, young people and their families are supported by all agencies / stakeholders to relate positively to those around them.

The academy promotes and facilitates wide ranging teams to work collaboratively to ensure that support and intervention for children, young people and families is available in a timely manner and is effectively coordinated. The key focus of this is to enable our children and young people to overcome barriers that may previously have prevented their access to or progress within the curriculum.

Personalised Pathways

The academy recognises that children with SEND, particularly those with SEMH as the primary need, do not always follow a typical development pathway. The academy's approach to personalised, targeted teaching and learning and intervention begins with developing a detailed understanding of pupils needs on entry to school. This leads to an ongoing cycle of assess, plan, do, review, with pupils and parents / carers actively involved in setting and reviewing meaningful and aspirational goals.

8. Monitoring and Review

All pupils have a statutory annual review of their Education, Health and Care Plan. Where there is a significant change of need or provision, the annual review will be brought forward.

Annual reviews are carried out in collaboration with the SENDCo, teaching staff, pupil, family and all professionals linked to the child. It is the views of both the child and the family which are central to the discussion.

9. Transition

Carefully planned personalised transition programmes are designed and implemented when a pupil is ready to move onto the next stage of their education. Pupils, families and all professionals surrounding the child are involved in the planning and implementation of transition programmes.

10. Roles and responsibilities

The Trustee with responsibility for SEND is Alison Black.

10.1 The SENDCo

The SENDCo will:

- Work with the Head Teacher and Link Trustee with responsibility for SEND to determine the strategic development of the SEND policy and provision in the Trust and individual academy;
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support all pupils;

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' 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 pupils and their parents / carers are informed about options and a smooth transition is planned;
- Work with the Head Teacher and Board of Trustees 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 pupils up to date.

10.2 The Link Trustee with Responsibility for SEND

The SEND Link Trustee will:

- Help to raise awareness of SEND issues at Board meetings;
- Monitor the quality and effectiveness of SEND provision within the academies and update the Board on this;
- Work with the Head Teachers and SENDCo's to determine the strategic development of the SEND policy and provision in the individual academies.

10.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCo and SEND Link Trustee to determine the strategic development of the SEND policy and provision in the academy;
- Have overall responsibility for the provision and progress of all pupils within their academy.

10.4 Teachers

Each teacher is responsible for:

- Providing Quality First Teaching;
- Implementing strategies to meet individual need, in line with EHCP targets;
- The progress and development of every pupil in their class;
- Working closely with teaching assistants and / specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on and implement any changes to provision;
- Ensuring they follow the SEND policy.

11. Monitoring arrangements

This policy will be reviewed by the Board of Trustees every year. It will also be updated if any changes to the information are made during the year.

Outcomes are measured through Boxall Profile assessments, Emotional Literacy assessments, academic progress and engagement and progress towards EHCP targets. SEND data is shared termly in relation to pupil outcomes with the CEO and Trustees.

12. Links with other policies and documents

This policy links to other academy policies including:

- Accessibility plan;
- Antibullying;
- Behaviour;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;
- Supporting pupils with medical conditions.

