SIR ROBERT PATTINSON ACADEMY

SEND INCLUSION POLICY

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1. Aims

Our SEND policy and information report aims to:

- Set out how our Academy will support and make provision for pupils with special educational needs/disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Sir Robert Pattinson Academy is committed to supporting all students in achieving their potential, including those who have Special Educational Needs. Our aim is always to create a culture of achievement in which all students can thrive. The Academy aims to provide a broad and balanced curriculum, which is seen as an entitlement and should be accessible to all students regardless of their abilities. The SEND Local Offer/Information Report (which can both be found on the Academy website) sets out information about the provision of support the Academy is able to offer youngsters who are identified as having SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the Academy engages in regarding SEND assessment, provision and review.

Sir Robert Pattinson Academy is an inclusive academy and can offer a range of provision to support students with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We endeavour to ensure that all children reach their full potential and that their needs are met in a creative and supportive way. Our main focus is on raising the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people.

The range of support deployed will be tailored to the individual needs of the pupil following thorough assessment either internally by Academy staff or by specialists from external agencies. It is designed to develop independent and resilient learners.

The Academy works in partnership with parents and students in all aspects of Academy life. Parents of students with SEND and the students themselves will be involved in identification, assessment and decision making from the very beginning of the process. Parental involvement early on is vital to ensuring the right support is in place in accordance with the SEND code of practice.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015). It will be reviewed annually and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 January 2015
- Academy's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England framework document Sept 2013
- Child Protection and Safeguarding Policy
- Behaviour Policy

- DfE Behaviour Guidelines
- Accessibility Plan
- Teacher Standards

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 schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCos) and the SEND information report

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

3. Definitions

A pupil 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

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. Roles and responsibilities

4.1 The SENCo

They will:

- Work with the Head Teacher and SEND trustee to determine the strategic development of the SEND policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND 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 are informed about options and a smooth transition is planned
- Work with the Head Teacher and full 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 with SEND up to date

4.1 SEND Support Leads

- Assisting the SENCo with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENCo if required.
- Supporting the SENCo with providing a strategic vision for the Department.
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress.
- Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaising with Learning Support staff, Heads of Department, class teachers and Heads of House about students with SEND and, where necessary, refer students to the appropriate external agencies for further support.
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENCo e.g. Ed Psych, Speech and Language service, EWO; LA etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Advising LSAs of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.

4.2 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at Board of Trustee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the Academy and update the Board of Trustees on this
- Work with the Head Teacher and SENCo to determine the strategic development of the SEND policy and provision in the Academy

4.3 The Headmaster

The Headmaster will:

- Work with the SENCo, Inclusion Manager and SEND Trustee to determine the strategic development of the SEND policy and provision in the Academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Leads (DDSL)

The Designated Safeguarding Lead and Deputies are responsible for:

- Safeguarding all students including those Looked after/Child Protection/Virtual Schools
- Prevent

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

The SEND Information Report includes further detailed information and can be accessed on our Website www.srpa.co.uk.

6. Monitoring arrangements

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

It will be approved by the Full Board of Trustees.

7. Links with other policies and documents

This policy links to our policies on:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions
- Staff Code of conduct
- Child Protection and Safeguarding Policy