



Special Educational Needs Policy

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Ernulf Academy

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ERNULF ACADEMY Special Educational Needs Policy

1. Introduction

The Children and Families Act 2014 defines when a child or young person has special educational needs and/or disabilities (SEND). This is when they have either a learning difficulty or a disability and require special educational provision to be made for them. Special educational provision is defined as any education or training provision which is 'additional to or different from' that generally made for others of the same age in mainstream schools or post-16 institutions in England.

Ernulf Academy supports the reforms of the Children and Families Act 2014. Our guiding principle is one of inclusion and equality where our belief is that every child/young person has a right to a broad and balanced curriculum that meets their needs.

At Ernulf Academy we value all our scholars equally and endeavour to identify and break down possible barriers to learning. To this effect, all our teachers are teachers of SEND and have a commitment to ensuring all scholars are included in all aspects of school life so that they experience success and achieve their full potential.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 2014 (and subsequent updates) and should be read in conjunction with the following guidance, information and policies which can be found on our website:

- Equality Scheme and Objectives
- Accessibility Policy
- Supporting Scholars with Medical Needs Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Admissions Policy (as well as a to Cambridgeshire County Council admissions)
- Scholar Premium Strategy
- Data Protection Policy
- Complaints Policy
- Cambridgeshire Online | SEND Information Hub ([Local Offer](#)) [[web link](#)]
- SEN Information report
- Trust Inclusion Policy

2. Contacts

The SENCO at Ernulf Academy is:

Catherine Hunter – Assistant Principal SENCO and Inclusion (01480 374748)

Catherine.hunter@astreaernulf.org

Emma Davies has responsibility for Looked After Children (LAC)

Samantha Brown has responsibility for scholars with medical needs

Kimberley Stamford is the Designated Safeguarding Lead (DSL) and Mental Health Lead

Catherine Hunter is the Senior Leadership Team link for SEND

3. Long Term Aim of this Policy

Objectives

- To work within the guidance laid down in the SEND Code of Practice 2014 (and subsequent updates);
- To identify and put in place appropriate provision for scholars who have SEND and additional needs;
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a scholar's needs (following a model of assess, plan, do, review three times a year);
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this;
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice;
- To provide support and advice for all staff working with SEND scholars.

4. Identification of Special Educational Needs

For the purposes of this policy, we have used the term Special Educational Needs as defined by the SEND Code of Practice. A child/young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Equality Act 2010 gives the following definition of disability:

‘A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities’.

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Scholars with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them. Scholars at Ernulf Academy who have a disability but do not have SEN are recorded on the central management information system (Bromcom).

Children and young people may be identified as having SEN if they do not make adequate progress despite receiving consistently high quality, inclusive teaching. It is expected that all staff, including teachers and support staff, act in accordance with our teaching and learning frameworks which promote inclusive pedagogical approaches. These approaches include developing scholar fluency and promoting scholar participation.

Data and information (including Teacher Assessment, SATs results) about scholars and those with SEN is collected during the transition stage from primary to secondary and will be known to us before they arrive in Year 7. Scholars who are identified as needing support will be placed on our SEN register so that all staff are aware of their needs; parents/carers will also be informed, along with the scholar.

Scholars who are already in the Academy, and who are not making progress in comparison to their peers, may be identified at any time using a range of information, including: CAT testing, reading/phonics/spelling age tests, subject teacher formative assessment, subject summative assessment, or specialised assessments from external agencies such as Educational Psychologists or The Community Child and Adolescent Mental Health Service. The SENCO will use this data, along with assessment progress tracking to assess the level of support a scholar may need.

Teachers who identify a scholar who is not making adequate progress through the various tracking assessment methods will discuss this with the SENCO and a plan will be put in place using our Assess, Plan, Do, Review (APDR) model as described below.

Parents/carers are also able to raise any concerns they may have and book a meeting with the SENCO to discuss their child’s progress and support needs by contacting the school.

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language (EAL), being a Looked after Child / previously looked-after child,

health and welfare, being in receipt of Scholar Premium, Disability, being a child of Service personnel. The Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' for these needs, but these alone do not constitute SEN. If a scholar has one or more of the additional needs listed, provision will be made for them but not necessarily from within the SEN Team, unless the scholar has an identified special educational need.

In accordance with the 2010 Equality Act 'reasonable adjustments' will be made so that, wherever practical and safe (and where costs are reasonable), scholars with special educational needs and disabilities will be able to join in the activities of the school together with scholars who do not have special educational needs or a disability.

Please see the SEN Information Report and Equality Policy for further information.

5. Assessment of Special Educational Needs

Every scholar will have various assessments throughout their time at Ernulf Academy, including those implemented before they arrive at the school. Where appropriate progress is not being made, the classroom teacher will **assess** the situation, **plan** adjustments or additional support for the scholar within their lessons, **do** what has been planned (for example, provide additional scaffolds), then **review** the situation at an appropriate time. At the review point it should be clearer whether the scholar is progressing, or if SEN is suspected; at which point they will refer to the SENCO for further assessment.

In addition to the above process, parents/carers can also raise concerns directly with the SEND Team at Ernulf Academy.

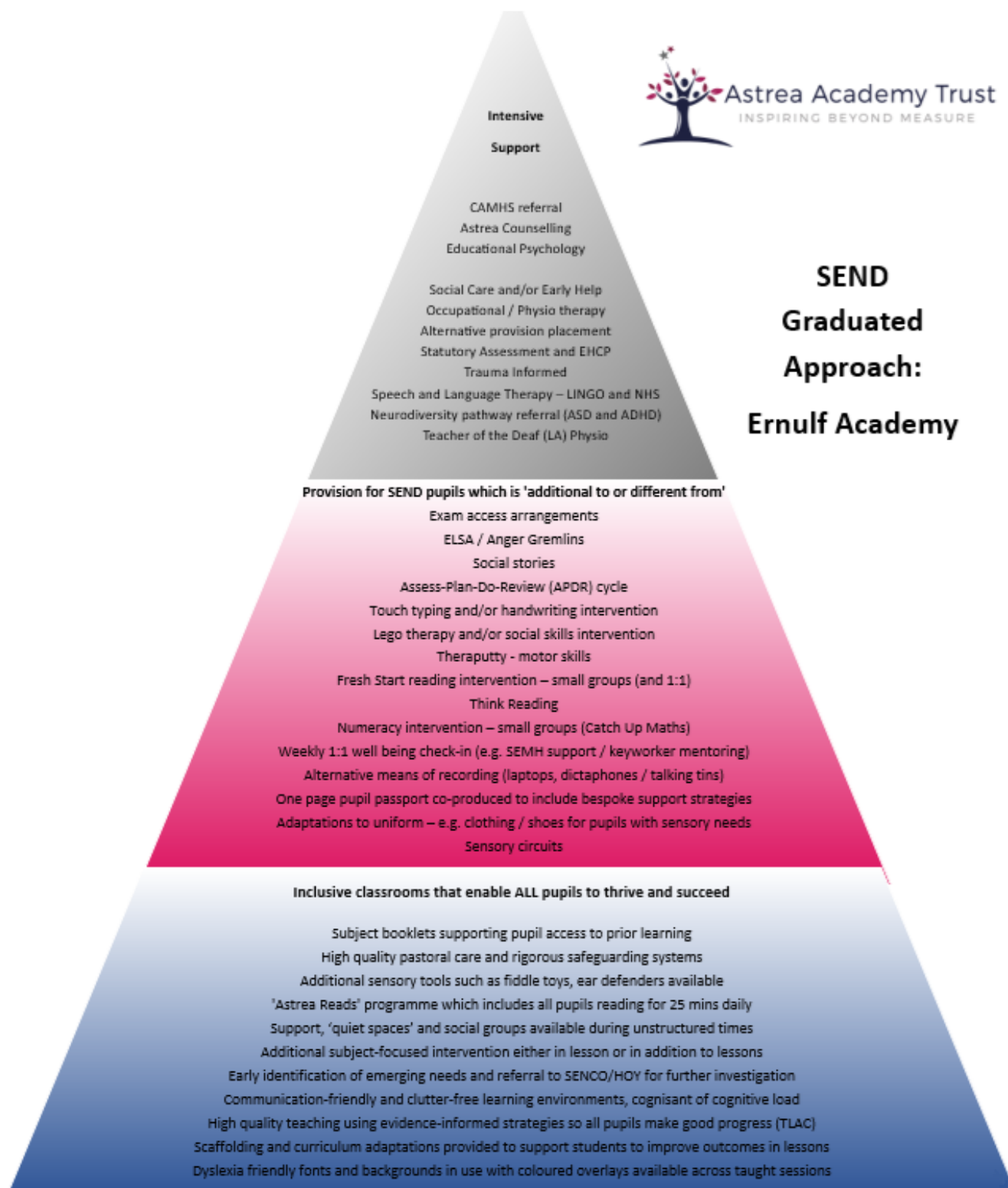
Using our **Graduated Approach**, the SENCO will discuss and **assess** what has already been provided for the scholar with the relevant staff and will then **plan** the next step. This may involve gathering scholar voice, undertaking lesson observations, completion of screening tools to explore possible specific learning difficulties, or referral to external agencies for more specialist assessment. Throughout the process, the SENCO will engage with the scholar's parent/carer to ensure a clear line of communication and a collaborative, agreed approach is taken to assessing needs.

If it is agreed that further support is required, then additional provision will be put in place; this may include one or more of the interventions from the **Graduated Approach** and represents the **do** part of the **Assess-Plan-Do-Review (APDR) process**. At this point the scholar will be recorded as needing SEN support and will be added onto our SEN register.

In order to ensure the planned support is person-centred and appropriate to the needs of the young person, stakeholders (the scholar, their parent/carers, their teachers) will be asked to contribute to a Pupil Passport which describes the scholar's difficulties and support needs; in addition to an SEN Support Plan which details the individual targets they are working towards. These documents are shared with all relevant staff in school through Edukey Provision Map software and classroom teachers regularly refer to them when planning or adapting their lessons. Pupil passports and SEN Support Plans can also be viewed by parents/carers through the online portal, and this facilitates another means of communication with school staff since parents/carers can send messages, comments or requests via the portal.

6. A Graduated, Whole School Approach to SEN Support

Schools often refer to a Graduated Approach, as outlined in the Code of Practice, to determine the type and level of support best suited to each scholar. At Ernulf, there is an emphasis on high quality inclusive teaching practice, which benefits all scholars, alongside any specific adaptations or support that individuals require. The diagram below demonstrates the different 'tiers' of support with examples of the resources, strategies, interventions or professionals who *may* be deployed, as appropriate to the individual:



7. Review of Special Educational Needs Provision

In line with the SEND Code of Practice, the SEND Team reviews the support in place for every scholar on the SEN Register (At Ernulf we aim for reviews at least three times a year). This involves monitoring the progress made towards achieving a scholar's targets on their SEN Support Plan, as well as their academic progress, and is done in consultation with the scholar as well as their parents/carers and any other stakeholders involved.

If the scholar has made good progress and no longer requires additional provision or support, they may be removed from the SEN Register.

Where a scholar does not make adequate progress, despite the additional provision, the support in place will be adjusted/increased and, in some circumstances and with the agreement of their parent/carer, the SENCO may seek the advice and involvement of external support services.

The APDR model is also used with these services and new strategies will be put in place as a result of any advice and guidance received by school. External agencies have their own specialised assessments and these are often used as part of the process of identification of a child with a high level of additional support needs. In these circumstances, the school or parent/carer may decide to request that the local authority undertakes a statutory assessment. This may lead to the scholar being provided with an Education, Health and Care Plan (EHCP), formerly known as a 'statement of special educational needs' which will bring together health and social care needs, as well as their special educational needs and provision.

If a scholar already has an EHCP, the Academy may apply for additional resources to support the scholar further. Where external agencies are requested, an Early Help Assessment (EHA) may be required and the parent/carer will be invited in to initiate this process with the appropriate member of staff. EHCPs are reviewed annually by the SENCO in conjunction with the parent/carer and scholar.

The school regularly reviews the quality of teaching and any bespoke interventions provided for our scholars through:

- Lesson observations led by: Senior Leaders, Subject Leaders and/or the SENCO
- Observations of teaching assistants by the SENCO
- Subject-focused and whole school monitoring of scholar work (e.g. in exercise books)
- Subject-focused and whole school scholar voice activities
- Staff training led by Senior Leaders responsible for Teaching and Learning and SEN-specific training delivered by the SENCO
- Monitoring of assessment point progress throughout the year.

8. Working in Partnership with Scholars and their Families

We actively seek to work in partnership with our scholars and their families; to ensure that parents/carers are fully informed about all matters relating to their child's SEN, and that they are active participants in designing and reviewing the support that their child receives in school. Our SEN Information Report is on our website and is updated annually, and we guide parents towards the LA Local Offer for information about wider services.

In addition to regular review meetings and parents' evenings, events may be held in school in order to seek the views of parents/carers. The SENCO and SEND Team are contactable in school should parents/carers wish to discuss the progress or support needs of their child. Scholar passports and SEN Support Plans can also be viewed by parents/carers through the online portal, and this facilitates another means of communication with school staff since parents/carers can send messages, comments or requests via the portal.

We recognise that scholar involvement is at the heart of the SEND Code of Practice. Young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to SEN Support Plans, discussions about choice of colleges and transition processes.

9. Supporting Scholars at School with Medical Conditions

Ernulf Academy recognises that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an EHCP. If so, the SEND Code of Practice (2014) is followed. Where a scholar has a medical condition an Individual Health Care Plan (IHCP) will be completed by the relevant Lead First Aider. This will form part of the EHCP or SEN Support Plan for scholars with an identified SEN but will stand alone where there is no other identified need. Further details and the IHCP proforma can be found within the 'Supporting Scholars at School with Medical Conditions' Policy.

10. Roles and Responsibilities

Along with the SENCO and the SEN manager, Ernulf Academy employs a team of Higher Level Teaching Assistants (HLTAs) who deliver high quality, impactful interventions in their specialist areas across the primary areas of SEN need. These interventions range from 1:1, to small group sessions. Each HLTA also acts as a key person for a group of SEN scholars.

Ernulf Academy also has a full-time designated Teacher of Reading who delivers the Fresh Start reading programme and monitors the development of reading across the school.

11. Workforce Development

An induction process is in place for all teachers and support staff who are new to the school; this includes a meeting with the SENCO and regular SEND-focused staff briefings to explain the systems and structures in place to support the needs of individual scholars.

The training needs of all staff are identified through ongoing quality assurance, performance management and appraisal, with a programme of professional development in place, which

all staff are encouraged to access. Recent training accessed by staff at Ernulf Academy includes: ELSA supervision; delivering Thinking Reading and Fresh Start reading interventions; supporting scholars with Autism in the classroom; supporting children with emotional-based school avoidance (EBSA); trauma Informed practice; pupil-centred approaches to supporting children with SEN.

The SENCO regularly attends the Local Authority SENCO Network Meetings and Astrea SEND Network Meetings in order to keep up to date with local and national developments.

12. Home Learning

At Ernulf Academy, all scholars, including those with SEN, are required to complete learning activities at home, in order to consolidate their developing skills and knowledge.

Teachers will take into account a scholar's SEN and issue work that is manageable and, where necessary, adapted for the scholar. The teacher will also ensure the scholar understands what they have to do, when the work needs to be handed back in, and has recorded this information in a manner that both the scholar and the parent can understand later on.

We do recognise that home learning may present specific challenges for some scholars with SEN, and should this become problematic the SENCO will work with the family to support with overcoming any barriers.

13. Storing and Management of Information

Information about scholars sometimes needs to be shared confidentially with other professionals on a need-to-know basis. Permission will be sought from parents but in all cases the Academy operates in accordance with the Data Protection Act 1998. This includes the sharing and storage of all information gathered. See our Data Protection Policy for further information.

14. Dealing with Complaints

In the first instance, enquiries and contact should be made through the school SEND Team.

If your issue cannot be resolved, please follow the school's complaints procedure which can be found on the school website.