



SEND policy and information report

Policy Owner Aaron Davies

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Stantonbury School believes that every student, regardless of gender, ethnic background, religion and special educational need or disability, should be provided with a safe environment which will enable them to reach their full potential. We have high expectations and set challenging targets and we value the different experiences, interests and strengths which influence the way in which young people learn.

Each student is encouraged to take responsibility for their own learning, and they are taught in an environment which gives them the confidence to challenge themselves.

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 (SENDCOs) and the SEN 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 the 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.~~

The SEN Code of Practice identifies four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional & Mental Health difficulties**
- **Sensory and/or physical needs**

Young people often have needs that span across all these areas and their needs may change over time. Students will be added to the SEND register when their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to students of the same age. This includes students with a formal diagnosis of a special educational need such as ASC and ADHD.

Students will be monitored and may be added to the SEND register when:

- **They are under diagnostic assessment**
- **There has been a SEND referral made by teachers**
- **There are considerable SEMH concerns**
- **They are not making expected progress despite quality first teaching**

It may also be beneficial to understand what SEN is not:

- **Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.**
- **Slow progress and low attainment do not necessarily mean that a child has SEN, but may be an indicator.**
- **Difficulties related solely to limitations in English as an additional language are not SEN.**

(Summary of Code of Practice: pages 83 – 86)

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Alicia Kayll. Alicia.Kayll@stantonbury-tove.org.uk

The SENDCO will:

- Work with the Associate Principal, Vice Principal and LGB member to determine the strategic development of the SEND policy and provision in the school
- 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 school'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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN Local Governing Body (LGB) member

The SEN LGB Member will:

- Help to raise awareness of SEND issues at Academy Local Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the LGB on this
- Work with the Associate Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Associate Principal

The Associate Principal will:

- Work with the Vice Principal, SENDCO and SEN LGB member to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adjusting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, specific adjustment to individual needs etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Arrangements for the admission of disabled students

Admissions Disabled students

The School will endeavour to remove all barriers to a positive Academy life for disabled pupils and ensure that nobody is treated less favourably than other pupils. The Academy closely monitors reports of any bullying, conflict or cause for concern in relation to protected characteristics and takes serious action.

The School will have an Accessibility Plan in place to:

- support disabled pupils to access and participate in the curriculum
- improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided by the school.
- Make all disabled pupils aware of the accessibility plans.

5.8 Additional support for learning

We have a team of learning support assistants who are trained to deliver a range of interventions and support. This may be in small groups or on a 1:1 basis.

We work with colleagues from Milton Keynes City Council SEND team, specialist staff and therapeutic professions to support pupils with SEND.

5.9 Expertise and training of staff

Our staff have access to ongoing training and development opportunities to ensure they are well equipped to support pupils with SEND. We are able to seek support and training from the Tove Learning Trust SEND Improvement Director.

5.10 Securing equipment and facilities

If students with SEND need extra equipment this is provided through SEND High Needs funding in line with the guidelines provided by the Local Authority SEND Inclusion Forum.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in all school activities including trips and visits. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development through bespoke programmes through provisions such as the Link.

5.13 Working with other agencies

We involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

5.14 Complaints about SEND provision

If parents/carers are concerned about their child's progress then they can contact the Form Tutor, Head of House or the SENDCO.

SENDCO: Alicia Kayll Alicia.Kayll@stantonbury-tove.org.uk

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

The Milton Keynes SEND information and support service offers advice and guidance for parents [MK SENDIAS](#)

5.16 The local authority local offer

Our local authority's local offer is published here: [Special Educational Needs and Disabilities \(SEND\) local offer | Milton Keynes City Council](#)

6. Monitoring arrangements

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

It will be approved by the Local Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan which outlines the extent to which disabled students can participate in the curriculum and how the physical environment enables disabled students to take better advantage of the education, benefits, facilities and services that are available. In addition to this the plan outlines the availability of accessible information to disabled students.
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

8. Change log

Date	Changes made	Page
12/10/2023	SENCO name and contact details	4 and 8
16/01/2024	References to AIB replaced with LGB	Throughout