



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

SEND POLICY

Policy Number	0013		Policy Author	A Gurney
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SEND Governor	Leah-Marie Smith		Date of Next Review	July 2024
Approved by Governors	July 2017			
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1. Aims

Our SEND policy and information report aims to:

- Set out how our academies will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At The Basildon Academies Trust, we believe in providing every possible opportunity to develop the full potential of all children. Inclusive education is at the heart of our ethos. We actively foster pathways to ensure all children regardless of any vulnerability, disadvantage or circumstance complete a successful educational journey with us. All children deserve access to a full broad and balanced curriculum.

The Basildon Academies Trust schools are mainstream educational establishments, The Basildon Lower Academy & The Basildon Upper Academy. Where individual children's needs require additional provision or alternative arrangements, support and reasonable adjustments will be made to ensure that all students make appropriate progress. We work in close partnership with parents and carers who play an active and valued role in their child's education.

The core principles of SEND support strategies are that they should:

- a) Promote high expectations of what students can achieve;
- b) Challenge students to ensure that they do themselves justice;
- c) Be as discreet as possible, to promote the dignity and self-respect of the student;
- d) Be as minimal as possible, to develop the independence of the student;
- e) Take full account of the views of parents, carers and students.

Provisions within the academies at departmental and subject level will be organised to ensure that these principles are met. All teachers are responsible for ensuring that all students have access to high quality teaching, learning and assessment, adapting the curriculum to meet individual student's needs.

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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Public Sector Equality Duty: Public sector equality duty - GOV.UK (www.gov.uk)

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

3. Definitions

A student has SEND if they have a learning difficulty or disability that 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.

4. Roles and responsibilities

4.1 The SENCOs

The Lower Academy SENCO is Tracey Smith, tsmith@basildonacademies.org.uk

The Upper Academy SENCO is Vicky Oddy, voddy@basildonacademies.org.uk

Both SENCOs work with a Cross-Site Deputy SENCO.

The Lower Academy Deputy SENCO is Lisa Allen: lallen@basildonacademies.org.uk

The Upper Academy Deputy SENCO is Donna Williams: dwilliams@basildonacademies.org.uk

Our SEND team can be contacted directly via their email addresses above, via our Contact Us page ([The Basildon Academies - Contact Us](#)) or via our reception switch board on 01268 552536.

The SENCOs will:

- Work with the Executive Team, Senior Leaders and SEND Governor to determine the strategic development of the SEND policy and provision within the schools
- Ensure that the SEND Code of Practice is adhered to
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) 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 students with SEND up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Team and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteachers

Our Headteachers are trained and experienced SENCOs who strategically support the wider SEND teams.

The Headteacher of the Basildon Lower Academy is Lou Sherman: ls Sherman@basildonacademies.org.uk

The Headteacher of the Basildon Upper Academy is Rebecca Rees: rrees@basildonacademies.org.uk

The Headteacher will:

- Work with the SENCO and SEND governor 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 SEND and/or a disability

4.4 Teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identifying Special Education Needs

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
- › Cognition and learning
- › Social, emotional and mental health difficulties

- › Sensory and/or physical needs

5.2 Identifying students with SEN and assessing their needs

We will assess each student'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 students 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

At Key Stage 3, students are monitored for progress in their subject areas, as well as through Reading and Numeracy Age standardized testing.

Assessment may include progress in areas other than attainment, for example, social needs. This can include use of Boxall profiles.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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 student and their parents/carers. 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 students and parents

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

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We take into account parent/carer and student views
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

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

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We refer to this process as One Planning.

The SENCO and/or Deputy SENCO will work with class teachers and/or other professionals to carry out a clear analysis of the student's needs. This will draw on:

- › Teachers assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other professionals' assessments, where relevant

- › The individual's development in comparison to their peers and national data
- › The views and experience of parents/carers
- › The student'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 student 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 student's progress.

If it is deemed by either the parents/carers or school that an application for an Education Health Care (EHC) plan is necessary, we will work together with Local Authority processes to support the young person in through this application. Formal medical diagnosis is not required to apply for an EHC Plan, but where a parent/carer is pursuing this with the NHS, we will support with necessary educational evidence.

5.5 Supporting students moving between phases and preparing for adulthood

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

Extensive support is available during transition stages. For Year 6 to 7 transition, there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For Year 9 to 10 transitions, options, or Year 11, 12 and 13 applications, this includes careers support in line with the Gatsby Benchmarks. Year 9 students all receive an induction programme in the Summer Term to support their transition from the Lower Academy to the Upper Academy. We will work with students, their parents/carers and any external agencies to support learners with their post-16 and/or post-18 destinations.

5.6 Our approach to teaching students with SEN

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

High-quality teaching is our first step in responding to students who have SEN. This will provide access points and scaffolding where required for individual students.

We will also provide the following short and medium interventions, such as:

- **Withdrawal groups:** These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way;
- **In-classroom support:** This is typically provided by a teaching assistant who will work within a classroom to support a student or several students;
- **Between-classroom support:** This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- **Unstructured time support:** This is the support provided through breakfast club, break and lunchtime clubs, so that students who are less able to cope with unstructured time have somewhere to go at those times;
- **Mentoring:** Provide support by working with students as necessary to support with a particular issue or concern;
- **Software & Technology:** This provides a way for students to practice particular skills and students may access specialist software whilst in class or they may be taken out of class to do so;
- **Subject Interventions:** This provides catch up support for students who have fallen behind, have learning gaps or require additional time to achieve a task.

- Wellbeing Centre Students have access to The Wellbeing Centre which provides opportunities to speak with the school nurse service regarding wellbeing support. Any referrals made to outside agencies will be supported through the Wellbeing Centre.

Additional support is available, as necessary, from external agencies including Educational Psychology, Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counselling, Luke's Bereavement Services, etc.

5.7 Adaptations to the curriculum and learning environment

We make adaptations to ensure all students' needs are met. Examples of adaptations include:

- Planning our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing, providing scaffolding and access points
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Chunking our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Flexible groupings to ensure learners are able to access the right class and in class groups to support their development. Our sets are mixed ability with a streamed Express, which all students are only one step away from accessing.
- Learning episodes including symbols, which support learners across all their lessons in recognizing the expectation (e.g. teacher talk, peer work, silent work)
- Standard powerpoint formats to ensure learners can access necessary information in the same place (e.g. date, word of the day, learning objectives)
- Staggered breaks and lunches, including 3 curriculum lessons per day

All learners have access provided to all equipment required for their lessons.

The Academies Accessibility Plan can be found [here](#)

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions in our dedicated SEND departments.

Teaching assistants will support students on a 1:1 basis and in classrooms. We have Senior Teaching Assistants who will manage the day to day running of the SEND departments and should be the point of contact for day-to-day matters:

The Lower Academy Senior Teaching Assistant is Maria Harris.

The Upper Academy Senior Teaching Assistant is Sherrie Price.

Contact can be made via the Academy switchboard on 01268 552536 or via our contact page: [The Basildon Academies - Contact Us](#)

5.9 Expertise and training of staff

Our SENCOs are trained or training for the NASENCO qualification. They are supported by Heads of School who are fully trained and experienced SENCOs.

They are allocated a Deputy SENCO to support with the day to day management of SEND provisions. These colleagues are non-teachers and also act as Deputy Designated Safeguarding Leads for SEND.

We have a team of teaching assistants, including senior teaching assistants who are trained to deliver SEND provision. Many of our TAs have or are studying for Higher Level Teaching Assistant Qualifications. We also have specialist TAs who are studying for Social, Emotional & Mental Health (SEMH) qualifications. These colleagues work predominantly out of our Wellbeing Centres.

We use specialist SEND update training and this is accessible for all staff who work at the academies. It is also a regular feature in our teaching staff CPD cycle, delivered by our SENCOs.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their short- and long-term goals regularly (at least each term)
- Reviewing the impact of interventions regularly
- Using student questionnaires
- Monitoring by the SEND team
- Holding annual reviews for students with EHC plans
- Reviewing assessment data with SEND as a monitored group
- Department reviews, learning observations and learning walks to monitor the in class experience of SEND learners
- Comparing outcomes with national benchmarks
- Review of provision maps for individual learners and groups of learners

5.11 Enabling students 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 students, including our before-and after-school clubs.

All students are encouraged to go on trips and take part in all enrichment activities.

No student 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 students to improve their emotional and social development in the following ways:

- All students have access to daily enrichment with their peers as part of their core curriculum
- Students with SEND are encouraged to be part of student voice
- Students with SEND are also encouraged to be part of social skills club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

All students have access to our non-teaching pastoral team alongside their SEND support, including our specialist wellbeing centres. The Wellbeing Centres and Heads of Year can be contacted via: [The Basildon Academies - Contact Us](#)

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the relevant SEND leader. Their contact details can be found here: [The Basildon Academies - Academy Leadership](#) or contact can be made via the Academies Contact Us page: [The Basildon Academies - Contact Us](#)

They will then be referred to the school's complaints policy. [89E1509BD3D6DC7A9BA2E12AC807AFCD.pdf \(basildonacademies.org.uk\)](#)

The parents of students 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/Suspensions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of students with SEN

The Local Authority promote support services via their website. Details for local parent/carer support groups can be found here: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#). The Essex Local Offer website has been developed following research with families and practitioners. It includes Information about SEND services and how to access them. The aim is to help families and professionals understand the breadth of support and early help on offer.

5.15 The local authority local offer

Our local authority's local offer is published here: [Home - Essex Local OfferEssex Local Offer](#)

6. Monitoring arrangements

This policy will be reviewed by the nominated SENCOs **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.