



ASPIRATIONS

Special Educational Needs and Disabilities

Magna Academy

Approved by Regional
Board:

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

1. The SEND Policy Statement

This policy is in line with the Special Educational Needs and Disabilities Code of Practice 2014 and provides a clear framework for its implementation in our Academy 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 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

Magna Academy is committed to equality of opportunity and provides full access to the Curriculum for all students, including those with special educational needs. All students will be admitted to Magna Academy, irrespective of their needs, where a placement is deemed appropriate.

Magna uses the definition for Special Educational Needs and Disabilities from The Code of Practice 2015.

SEND 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 him or her.

Disability Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Magna Academy recognises that students with special educational needs may fall into one or more of the following four categories:

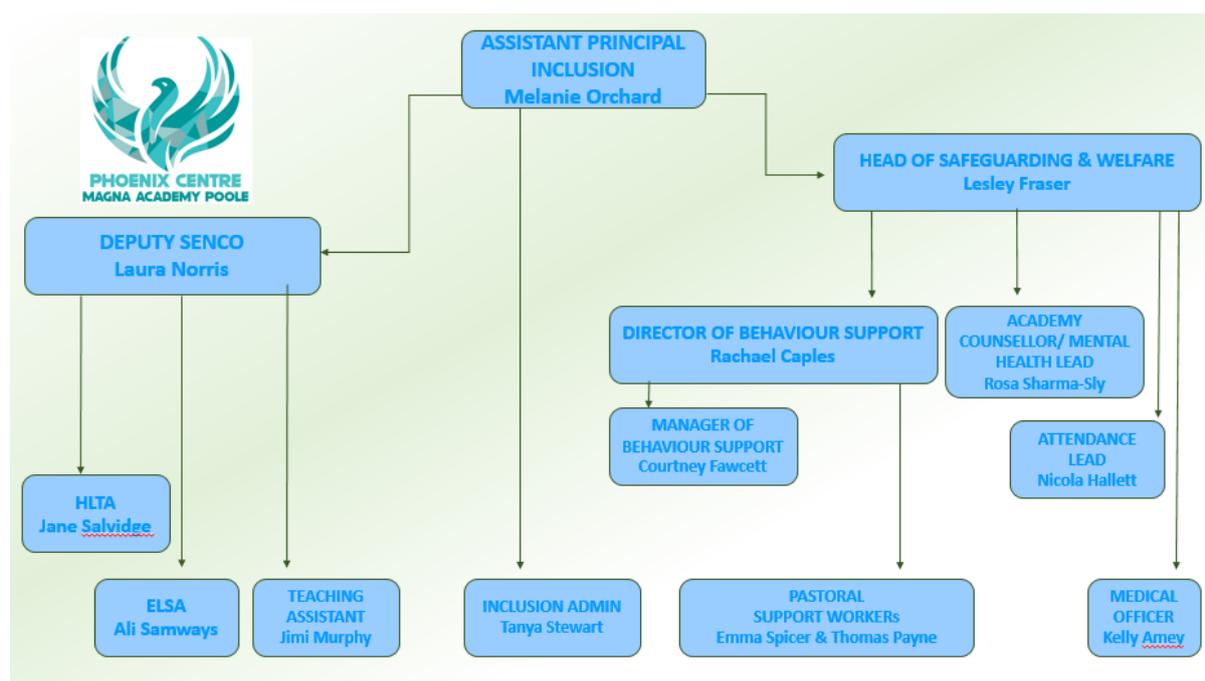
- **Communication and Interaction Difficulties** - Students may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.
- **Cognition and Learning Difficulties** - Students may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to students with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for

example, dyslexia and dyspraxia.

- **Emotional and Mental Health Difficulties** – Students suffering from anxiety or depression may be withdrawn or isolated, disruptive or disturbing their peers, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- **Sensory and/or Physical Difficulties** - Students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment.

The designated teacher responsible for coordinating SEND provision is Assistant Principal Mrs Melanie Orchard and can be contacted by email morchard@magna-aspirations.org

The SEND department responsible for day to day SEND provision at Magna academy is the Phoenix team.



The SENDCO and Deputy SENDCO are qualified and experienced teachers. The SENDCO has completed the National Accredited SENDCO Award and the Deputy SENDCO is currently completing the same course.

The team is led by Melanie Orchard and provides support which is different or additional to what the majority of students receive. The support is used to enable every student to achieve their best, become confident individuals and make a successful transition into adulthood.

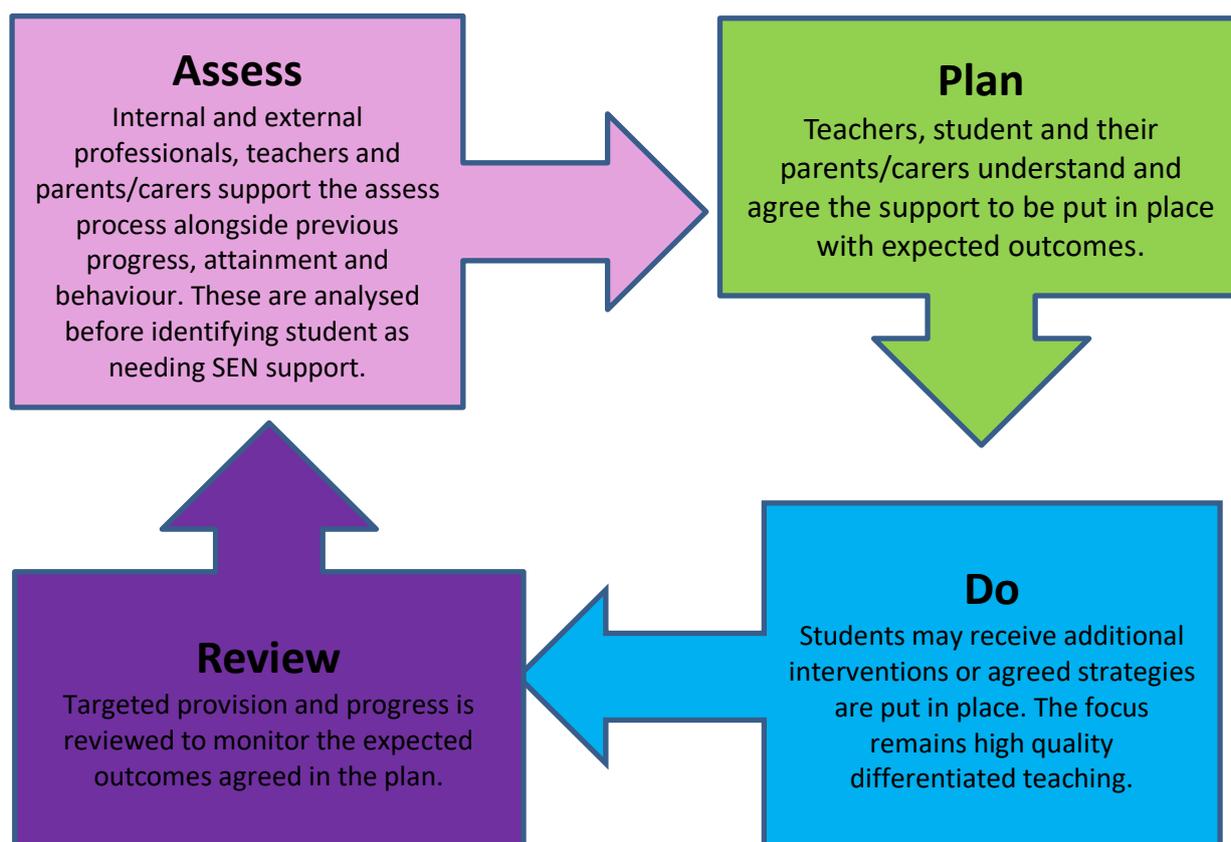
2. Aims and Objectives

Magna academy believes every student regardless of their Special Educational Needs or Disabilities (SEND) has the right to receive the highest quality education, one that is appropriate to their needs, has high standards and the fulfilment of potential. This should enable every student to achieve their best, become confident individuals and make a successful transition into adulthood. Magna aims to do this by

- Prompt identification of those who have special educational needs through appropriate assessment as soon as cause for concern has been raised.
- To ensure that all students have access to a high-powered knowledge based and relevant curriculum, and a range of educational opportunities.
- To ensure that all students receive a high quality, challenging education.
- To ensure that SEND provision in the Academy is effective in meeting the needs of students with SEND so their performance is in line with their neurotypical peers.
- To ensure that every effort is made to allow all students with SEN to experience educational success and to feel that they are a valued member of the Academy.
- To ensure that all students enjoy equity of educational opportunity through the planning, organisation and implementation of appropriate scaffolded support.
- To recognise and allow for individual differences between students, understanding that students develop intellectually, emotionally and physically at different rates and that needs change with time and circumstances.
- To recognise that educational provision must be adapted to keep pace with these changes in terms of scaffolded support within the classroom.
- To ensure reasonable adjustments are made to remove or reduce any substantial disadvantage faced by a student.
- Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with students to ensure that they play an active and valued role in their own education, including setting challenging targets, monitoring and reviewing their own progress.
- It is intended that this SEND policy will form the framework for special needs provision within the Academy and that it will continue to be a practical working document.

3. Identification of SEND

Where a student is identified as having SEND and or a disability, Magna academy adopts a process of “Assess, Plan, Do, Review”. This method is detailed below and is firmly embedded in working closely with parents / carers and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.



Magna has a whole academy approach to identifying needs. The testing of literacy attainment is carried out annually in the first half term with all students and this information is used to identify those needing support. Subject teachers regularly monitor students to ensure they are making progress and to look for any unexpected difficulties or slow progress. They will refer to the Phoenix team if measures taken to overcome barriers to learning have little impact. Teaching Assistants also look out for any students with communication needs or those lacking in confidence. If a member of the pastoral team, including tutors identifies needs based on liaison with subject teachers, they may also refer the student to the Phoenix team. In addition, all staff at Magna academy strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed

appropriately using additional processes and other strategies.

Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Families on a low income
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

4. Assessment for students on the SEND register

The Phoenix team uses a wide range of tools to assess the amount and level of SEND support required and can advise on a range of learning and emotional needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and ADHD. Teachers, tutors and parents / carers are also called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Needs'. Once this has been achieved, Magna Academy will let parents/carers know, and if required either a meeting or information sharing will be arranged to discuss the support and intervention required.

Some students will present with learning difficulties which will require assessment by one of the services provided by the LA. In each case, evidence of the student's difficulties will be required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENDCO.

Where it is decided that a student does have SEND, the decision will be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.

5. Provision for students on the SEND register

5.1 The Phoenix Team

The SEND department at Magna academy is the Phoenix team. The team is led by Assistant Principal for Inclusion and is responsible for ensuring that reasonable adjustments are being

made. A reasonable adjustment is any action that helps to reduce the effect of a disability or a physical or mental health condition, which may place a person at a disadvantage during education.

The support the Phoenix team provides is different to or additional to what the majority of students receive. The support is used to enable every student to achieve their best, become confident individuals and make a successful transition into adulthood. The Phoenix team is committed to developing and promoting the learning for our students through a varied and targeted intervention which is reviewed continuously and may include:

- Learning profiles
- Group Literacy support
- 1:1 literacy support
- Emotional Literacy
- Handwriting support
- Social skills groups
- Communication groups
- Sensory room
- Wellbeing safe space at break and lunchtime
- ASDAN
- School Counsellor

5.2 The role of the subject Teacher

Through appropriate scaffolding support and retrieval practice all teachers will ensure that reasonable adjustments are made for our students on the SEND register. Those designated as having responsibility in each subject area will have a key role in ensuring that this takes place. All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs. As well as paper copies being held by the SENDCO, all teachers will have access to Individual SEND information on Progresso and google drives. All teachers will be provided with a comprehensive guide to supportive and successful classroom strategies for working with students with SEND. Reference to Provision Maps will be made when teachers input evidence of student progress towards targets prior to SEND reviews. This evidence forms an important part of the EHCP review process and future target setting.

5.3 The role of Year Groups and Subject Areas

All teaching of SEND students should match that of their neurotypical peers with scaffolded support and increased retrieval practice in order to eliminate practice gaps, when appropriate. Teachers should recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate support in terms of writing frames and work modelling. Teachers should be aware of the importance of identifying

students who have special educational needs and referring them to the SENDCO. Time should be allocated during departmental meetings so that SEND is a regular item. All teachers will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs as appropriate. The monitoring of progress of SEND students is the responsibility of all teachers of these students. Where support staff are involved, they are expected to contribute to the monitoring process. Provision Maps provide information, targets and strategies should be used by teachers to inform their planning and teaching.

5.4 The role of the Teaching Assistants (TAs)

TA support in class is allocated on the basis of student need and entitlement. Priority is given to providing support for students with an EHCP (Education, Health and Care Plan). The primary role of TAs is to enable access to the high-powered knowledge-based curriculum, support high level learning, and promote inclusion. Teachers should maximise the effectiveness of TA support within lessons by; noting the role of the TA in their planning, providing the TA with an overview of the lesson, discussing lessons and scaffolding support needed, and be acutely aware of any practice gaps.

TAs are directed by the Deputy SENDCO to provide specific, targeted scaffolded support for students at EHCP and SEND support. For most students, the need for support is greater in core subjects. Students deemed as SEND support will have access to TA support when in the same lesson as a student with an EHCP.

TAs will also be trained and upskilled to enable them to provide high quality interventions. Interventions will be monitored and assessed by TA, the SENDCO and where appropriate subject leaders.

6. SEND Learning profiles/Provision maps

All students on the SEND register will have a learning profile and provision map written by a member of the Phoenix team. Students may have needs in more than one category and we aim to ensure that learning profiles match personal learning requirements. They will be accessible to all staff on Progresso and google drives and are updated as needed and following annual review meetings as necessary.

Subject teachers should use the learning profiles as 'working documents'; note any strategies used to meet a students' needs, as well as the students' response to such strategies. Used in this way, SEND learning profiles can provide evidence of student progress.

7. The Review Procedure

7.1 The annual Reviews of EHCP Students

Annual Reviews will be held in accordance with LA (Local Authority) procedures and statutory requirements. EHCP students will also be reviewed as needed, at meetings throughout the year, such as tutor and subject evenings. Pastoral staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

7.2 Reviews for Students at SEND support level

Reviews for these students will be held as needed with the SENDCO/Deputy SENDCO and Head of Year. Other reviews are conducted throughout the year such as tutor and subject evenings.

It is sometimes necessary to discuss a student's progress and provision with parents/ carers and outside agencies more often than the standard procedure. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

8. Monitoring Student Progress

Provision for students is monitored and evaluated through gathering views of students, parent/ carer's feedback, teacher monitoring, Teaching Assistant views and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as examination results such as how prepared a student feels to move onto the next stage of education, or how motivated they are in school.

Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENDCO, in collaboration with the student and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

Some students with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. In this case, additional support may no longer be necessary, hence, this student would not need to be on the SEND register. A student will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. For some students it is possible that they will dip in and out of additional support throughout their school experience; parents/ carers will be consulted at each stage if support is provided or when it will cease.

9. Exam Access Arrangements

Access arrangements are pre-examination adjustments for students based on evidence of need and normal way of working. Access arrangements allow the student with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

Students are assessed for access arrangements in accordance with the requirements of the examination board and the following necessary access arrangements can be made.

- 25% Extra time
- Reader or Computer reader
- Scribe
- Use of a computer
- Rest breaks

Access arrangements will reflect the student's normal way of working.

Any queries concerning exam access should be directed to the Examinations Officer and the SENDCO/Deputy SENDCO.

10. Making a complaint

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

Further representation can then be made to the Principal and then Governors who can consider appropriate action with other members of the Regional Governing Body. If parents remain concerned, they can refer to the Aspirations Academy Trust

Appendix 1 – Learning Profile

Appendix 2 – Provision Map

Appendix 3 – Referral Form

Phoenix Centre - Learning Profile



First Name		Last Name		PHOTO
Year		Tutor Group		
SEND Stage		Need		
Reading Age		Spelling Age		
KS2 Maths		KS2 English		
Nature and Area of Learning Difficulty:			Current Interventions in Place:	
Student Voice:			Student Targets:	
Teaching Strategies:			What to Avoid:	
			•	
Created by:			Date:	

Phoenix Centre Provision Map



Name:		Year Group		Tutor group		SEND Code		Area of need		Date	
Wave 1 – Strategies for all				Wave 2 – Strategies for some				Wave 3 – Strategies for a few			
Provision/Resource	Ratio	Staff	✓	Provision/Resource	Ratio	Staff	✓	Provision/Resource	Ratio	Staff	✓
Quality First Teaching	ALL	Teacher	✓	Learning profile	1:1	Phoenix	✓	Exam arrangements	1:1	MOD	✓
Differentiate work	ALL	Teacher		Break and Lunchtime support	1:8	Phoenix		EHCP application	1:1	MOD/LNN	
DEAR	1:30	Tutor		Small group DEAR	1:8	Phoenix		Alternative tutor time provision			
Tutor Literacy	1:30	Tutor		Reading intervention	1:1	HLTA		ASDAN	1:8	CF	
Tutor Numeracy	1:30	Tutor		Peer reading	1:1	Mentor		Talk About		RC/CF	
Personal Development	1:30	Tutor		Direct Instruction		RC/CF		Hearing/ Vision support	1:1	Specialist	
Recognition and rewards	ALL	All		KO/ Self quizzing				EP	1:1	Specialist	
Seating plans	ALL	Teacher		Handwriting				SENSS	1:1	Specialist	
Writing frames	ALL	Teacher		SpLD Screening	1:1	LNN		Counselling	1:1	Counsellor	
Visual aids to support vocabulary	ALL	Teacher		Nurture Group	1:8	ELSA		Outreach	1:1	Special school	
School Nurse	ALL	All		Social skills Group	1:8	Phoenix		Targeted Youth			
Homework club	All	Phoenix		Wellbeing check-in	1:1	Phoenix		Safer Schools			
Strategies to meet needs in classroom				Peer support groups	1:8	Counsellor		YPEDS			
Reading screening	All	All		Wellbeing programme	1:8	Counsellor		CAMHS			
Parent evenings	All	All		Pastoral support workers	1:1	Phoenix		Assistive Technology			
				Additional parent meetings				Targeted TA support			
				Shared TA support				Personalised curriculum			

Phoenix Centre Referral Form



Student Name:	Date:
Name of person making referral:	Tutor Group:

Please tick main areas of concern

Communication and Interaction		Cognition and Learning	
Difficulty understanding subject specific vocab		Poor spelling	
Difficulty explaining what has been learnt		Numeracy difficulties	
Difficulty in making and maintain friendships		Difficulty with reading	
Makes literal interpretations		Poor organisation	
Difficulty expressing ideas		Incomplete homework	
Difficulty with noise and/or smell		Struggling with coursework/classwork	
Little or no understanding of social rules		Finding school difficult	
Struggles to process verbal instructions			
Social, emotional and mental health		Physical/Medical	
Significant motivational issues		Poor handwriting	
Refusal to co-operate		Minor health issues impacting on school	
Exhibits uncooperative or anti-social behaviour		Not able to see the whiteboard	
Not able to retain a list of instructions			
Having trouble sitting still			
Unable to self-regulate			
Daydreams			
Experiencing emotional outbursts			
Relationship breakdown			
Concerns around identify and self-esteem			
Anxiety related behaviour			

Is the student aware you are making this referral? What are their views?

Please confirm

- **parent / carer has been contacted.** **Yes/No** **Date:**
- **the contact has been logged on Progresso** **Yes/No**

What are their views?

If parents/ carer has not been contacted please give reasons why below.

To be completed by the Phoenix Centre



Any other services involved with this student (past and present)

Support Plan (details of the package of support including intervention, staff involved and timeline)

How will we know things have improved? (Including date for review)

Review and next steps (to be completed once intervention has taken place)