ASPIRATIONS

Magna Academy

Special Educational Needs and Disabilities

Version Control	
June 2026	Change of name for SENCO and contact details Change of name for management of SEND Provision Additional information about the EHCNA process Additional information about fidget toys
September 2025	Added Arbor and Provision Map as our current school systems for logging and tracking students details Added resilience and wellbeing support to the pastoral intervention list Updated staffing names in line with recent changes
Special Educational Needs and Disabilities Policy 2024-09-01	Change of name of SENCO and contact details SENCO and Deputy SENDCO currently completing NASENCO Change of name of Assistant Principal Inclusion Learning profiles available on Arbor and provision map
Special Educational Needs and Disabilities Policy 2023-09-01	Removed reference to ASDAN as this is no longer an option in Key Stage 4. Removed reference to Progresso and/or SIMS and replaced with Arbor.
Special Educational Needs and Disabilities Policy 2022-09-01	

Date of next review:	September 2027	Owner:	Principal
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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 behavior.
- **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 SENCO Ms Katherine O'Kelly. A central email address for SEND enquiries can be used: send@magna-aspirations.org.The SENCO is completing the NPQ SENCO Award

Ms Tracey Nicholl and Mrs Melanie Orchard have a Certificate in Psychometric testing, assessment and access arrangements.

The SEND department that is responsible for day to day SEND provision at Magna Academy is within Phoenix team. This team is led by the Vice Principal for Quality of Education, Mrs 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 supports them to fulfill their potential. This should enable every student to achieve their best, become confident individuals and make a successful transition into adulthood. Magna academy aims to do this through:

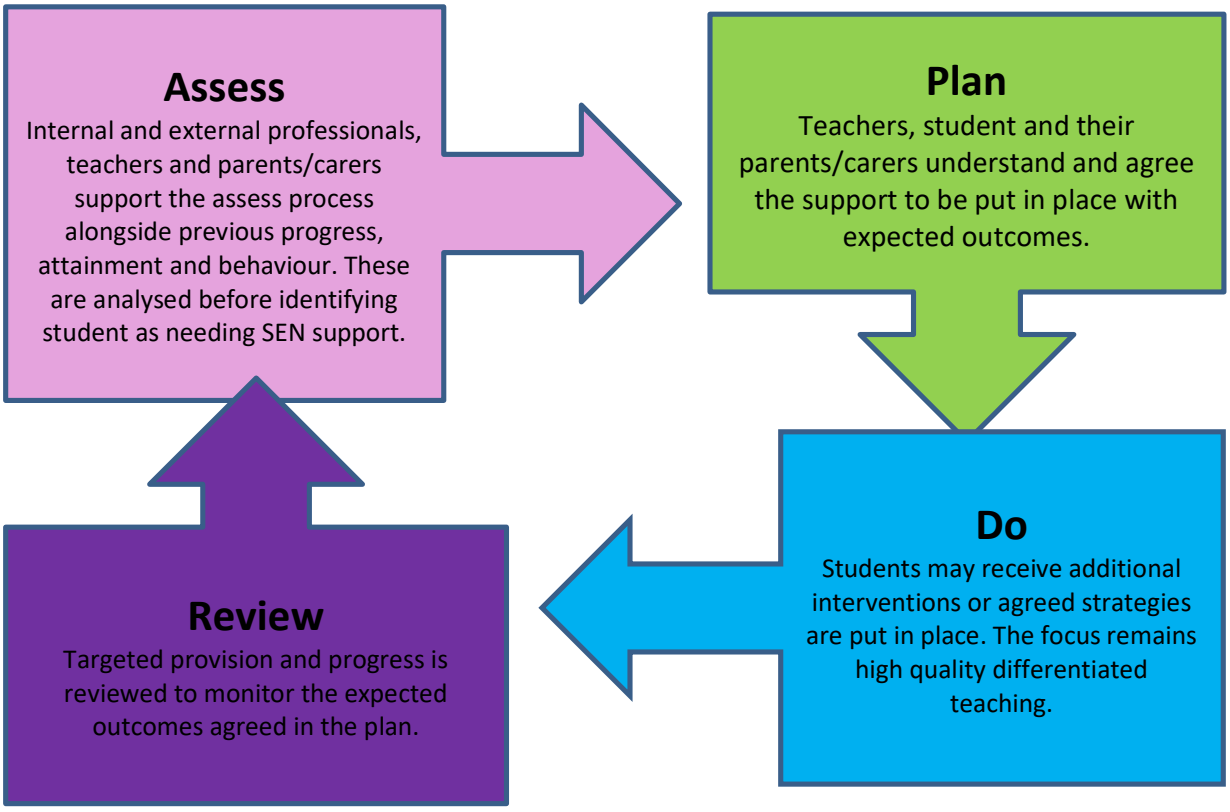
- Prompt identification of those who have special educational needs through appropriate assessment as soon as cause for concern has been raised.
- All students have access to a high-powered knowledge based and relevant curriculum, and a range of educational opportunities.
- All students receive a high quality, challenging education.
- 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.

- 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.
- All students enjoy equity of educational opportunity through the planning, organisation and implementation of appropriate scaffolded support.
- Recognising and allowing for individual differences between students, understanding that students develop intellectually, emotionally and physically at different rates and that needs change with time and circumstances.
- Recognising that educational provision must be adapted to keep pace with these changes in terms of scaffolded support within the classroom.
- 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 and numeracy attainment is carried out annually in key stage three 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. Members of the Phoenix team also look out for any students with communication needs or those lacking in confidence. In addition, all staff at Magna academy strive to listen to the 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 a specialist teacher. 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 SENCO.

When it is decided that a student does have SEND, the decision will be recorded in the academy records and the parents/carers will be informed in writing that special educational provision is being put into place.

Where concerns remain despite sustained intervention, or when a student with SEN requires provision beyond those the Academy can reasonably provide within its ordinary resources, Magna Academy will discuss with parents/carers the need to apply for an Education and Health Care Needs Assessment (EHCNA). This would be via BCP Authority. An Education and Health Care Plan may be sought when a student has significant, complex, or long-term needs affecting learning, participation, independence, attendance, or wellbeing, ordinarily across multiple areas of SEND. Parents/carers will be fully consulted at each stage, and the SEND graduated response will have been meticulously followed, with evidence collected

over time. Parents/carers also retain the right to request a Statutory Assessment for an Education and Health Care Plan directly through the Local Authority, and Magna Academy is committed to supporting such applications.

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 the Vice Principal for Quality of Education 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
- Access to a sensory room
- Wellbeing safe space at break and lunchtime
- Academy Counsellor
- Anger management
- Resilience sessions
- Additional group tuition
- Use of sensory resources; *the use of fidget toys is at the discretion of the SENCO, who will approve the use of tangle fidgets only on an individual basis*

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. All teachers will have access to individual SEND information on Arbor and Provision Map. All teachers will be provided with a comprehensive guide to supportive and successful classroom strategies for working with students with SEND. Reference to learning profiles and reports 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 Tutors 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 SENCO. 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. Students' individual learning profiles provide information, targets and strategies that 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 HLTA 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, HLTA, SENCO, deputy SENCO and where appropriate subject leaders.

6. SEND Learning profiles/Provision maps

All students on the SEND register will have a learning profile on Arbor and Provision Map, which will be 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 Arbor and Provision Map and are updated annually, also 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-academy 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 SEND department. 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 academy 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 the academy.

Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENCO, 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 time at the academy; 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 may 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 specialist assessor.

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 feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, then complaints can be raised formally via the complaints procedure as outlined in the Complaints policy found on the Magna Academy website.

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.