



Armthorpe
Academy
Enriching Lives, Inspiring Ambitions

Special Educational Needs

2024/2025

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LAB

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Consilium
Academies

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1 Aims

- 1.1 All academies within the Trust share common values and an ethos that every student is important, and we are proud of our inclusive ethos. Our support for all children within our care extends to those children with special educational needs and/or disabilities that require assistance to help them fulfil their potential.
- 1.2 Armthorpe Academy, as part of Consilium Academy Trust, shall ensure that:
 - the special educational needs of students will be addressed, and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
 - it works in partnership with parents and appropriate external agencies to support students with special educational needs and/or disabilities and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs and/or disabilities in order to achieve agreed outcomes;
 - it has a Special Educational Needs Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
 - children and young people with special educational needs and/or disabilities engage in the activities of the school alongside pupils who do not have special educational needs and /or disabilities.
- 1.3 All support provided, and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEN Regulations 2014 and the SEN Code of Practice 2015.

2 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of others of the same age; or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Local Academy Board and remain under constant review by the Head Teacher and the Assistant Head Teacher for SEND and Inclusion.
 - Armthorpe Academy will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the academy and work with designated senior leaders to develop the SEND policy and provision.
 - The Head Teacher will work with the SENDCO and SEND Governor to develop the SEND policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.

- The SENDCO will co-ordinate the academy’s approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - Class teachers are responsible for the progress and development of every student in their class and will work with the SENDCO and TAs to ensure the “assess plan do review” cycle is appropriately implemented to support any student with SEND.
- 3.2 The academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents of students with SEND will be able to discuss the needs of their child with their child’s tutor, their Student Support Officer, the SENDCO or other staff involved in their child’s support.

4 Identification & Assessment of SEND

- 4.1 Information about previous special educational needs will usually accompany students upon entry to the academy, through the transition process and this will be used by the SENDCO to make sure appropriate provision is continued.
- 4.2 This information is collated from the transfer of school files from the previous secondary school or primary setting and during transition meetings, which are held with all the feeder primary schools, in the summer term, before students start at the academy. If necessary, a bespoke transition plan will be drawn up for students with SEND who require significantly different transition processes in order to meet their needs.
- 4.3 On entry to secondary provision, all students are assessed and the data from these tests is then analysed by the SENDCO and Directors and Heads of Departments to identify any potential areas of need. Students may then be added to the SEND Register in line with the Code of Practice guidance for SEND.
- 4.4 The assessments taken by students upon entry include a range of online assessments, provided by GL Assessments. These tests include the Cognitive Ability Tests (CATs) and baseline assessments in English, Maths and Science. The tests will also include the PASS test to assess student attitudes and the NGRT reading test.
- 4.5 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Heads of Department. If a student has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a student, whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.
- 4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A support plan will be drawn up by the SEND team with copies shared with all staff concerned with the student’s progress.
- 4.7 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the student, a referral relevant specialists will be completed with the parents’ knowledge and consent and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the student’s academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

4.11 All teaching staff will be made aware of the individual needs of students that they teach. Heads of Department and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's Professional Development Programme.

5 Reviewing

5.1 All students regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using individual student support plans and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCO may refer to a specialist services such as an Educational Psychologist.

5.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

5.3 If, as a result of appropriate progress, a student may be removed from the SEND record. The student will continue to be monitored through the academy's structured reporting programme by the Heads of Department.

6 Policy Links

- This policy should be read in conjunction with:
- SEND Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan